

## 2018 Annual Report

---

*Pathways to Diversity and Inclusion:*  
**An Action Plan for Brown University**



May 16, 2018

Dear Members of the Brown Community,

Brown has worked vigorously over the past year toward achieving the vision of a fully diverse and inclusive campus. Since the University released *Pathways to Diversity and Inclusion: An Action Plan for Brown University* in February 2016, our community has continued to demonstrate its commitment to achieving the ambitious goals established by the action plan, known as the DIAP. This 2018 DIAP Annual Report is an opportunity to report on progress made in 2016-2017.

As you know, the DIAP had input from every major constituent group of the institution. In addition to the University plan, every academic and administrative unit was required to write their individual plans, which serve as living documents for departments to set their own diversity and inclusion goals. This unprecedented inclusive process has been showcased as a national model and has begun to ensure that our communitywide diversity efforts are integral to all the work we do to maintain academic excellence.

In an effort to align with the academic calendar, the release date for this report has changed from early spring semester (February) to the end of the spring semester (May). This change enables an evaluation of a full year of progress, and also has allowed the Diversity and Inclusion Oversight Board (DIOB) ample time to review and give feedback on the draft of the report. The DIOB is charged with assessing progress related to the articulated DIAP goals. The oversight board writes a memo to the president and provost each year highlighting key areas that require the University's close attention.

This 2018 report highlights Brown's efforts in a number of key areas. To support the work described in the report, resources for DIAP initiatives have come from both existing operating funds and fundraising efforts through the *BrownTogether* comprehensive fundraising campaign. Over the course of *BrownTogether*, alumni, families, and friends have so far committed \$200 million for new faculty positions, approximately \$50 million of which has supported the specific goal of hiring faculty from historically underrepresented groups. To date, \$41.7 million has been raised in support of diversity initiatives for programs that were named in the DIAP under the areas of diversifying the graduate student population; expanding research centers focused on issues of race, ethnicity and social justice; and supporting curricular and co-curricular initiatives that promote diversity and inclusion.

In addition, considerable financing totaling \$7.1 million has been committed from the flexible funds of President Christina Paxson and Provost Richard M. Locke, supporting initiatives such as the Presidential Diversity Postdoctoral Fellowships and the Provost's Visiting Professor Program. The leadership of the president and provost in supporting diversity and inclusion as fundamental to Brown's innovation and excellence has been critical to the University's progress.

Another important source of support has been the University Resources Committee (URC) process. For Fiscal Year 2018, \$1.53 million was allocated to support a number of critical functions related to diversity and inclusion. These include new positions in Campus Life, BioMed and the Office of Institutional Equity & Diversity (OIED); the Native American and Indigenous Studies Initiative; the establishment of the First-Generation College and Low-Income Student Center; and seed funding managed by OIED for DIAP-related programs.

Brown is committed to continuing to invest in creating a diverse and inclusive campus by attracting exceptionally talented faculty, staff and students and supporting everyone's full participation in our community. As we report on the second year of progress toward this vision, we look ahead to year three with optimism and renewed focus on continuing to realize these goals.

Sincerely,

A handwritten signature in black ink that reads "Shontay Delaloe". The signature is written in a cursive, flowing style.

Shontay Delaloe  
Vice President for Institutional Equity and Diversity

**2018 Annual Report**  
***Pathways to Diversity and Inclusion:***  
**An Action Plan for Brown University**

## **I. Introduction**

Brown is committed, as a community, to taking deliberate steps to cultivate the truly diverse and inclusive community that is central to achieving the University's mission at ever-higher levels of excellence. This 2018 Annual Report of Brown's *Pathways to Diversity and Inclusion: An Action Plan for Brown University* covers the 2016-17 academic year and highlights the status of progress in the major themes outlined in the plan: investing in people, academic excellence, curriculum, community, knowledge and accountability. In addition, a new "Special Topic Area" highlights work in the area of disability inclusion.

Since the 2016 release of Brown's Diversity and Inclusion Action Plan (DIAP), the University has committed to meeting its stated goals and making diversity a central component to all work across the institution. We have built capacity to achieve our goals with the appointment of diversity deans across various divisions and have experienced a number of gains as a result. Most notably, with the appointments of full-time deans in the graduate and medical schools, the number of graduate students from historically underrepresented groups and members of Brown's Minority Housestaff Association in the Warren Alpert Medical School increased. While there continue to be areas for growth and development, we hope this progress serves as a positive incentive to continue investing in the best of Brown: our increasingly diverse community, curriculum and strategic initiatives.

### **A. Investing in People**

#### **Faculty Diversity**

Brown has made significant efforts in faculty recruitment and hiring to move the University toward its goal of doubling the number of faculty from historically underrepresented groups (HUGs) by 2022. In 2016-2017 following the implementation of the DIAP, 42 percent of new faculty (among U.S. residents for whom race is known) were from HUGs. To date, 79 (10 percent) of all 758 "regular" faculty are from HUGs. Also notable is the increase among assistant professors who identify as being from a HUG (from 27 to 31). While this reflects progress toward our goal, it also highlights the need to invest the resources to support and retain early career faculty in the coming years if we are to sustain these outcomes (see Table 1).

#### ***Presidential Diversity Postdoctoral Fellowship***

The Presidential Diversity Postdoctoral Fellowship brings early career doctoral scholars from diverse backgrounds to Brown for one to two years. In the 2016-17 recruitment cycle, Brown offered six scholars the distinguished fellowship. These scholars brought new perspectives to campus through their research lens, taught a variety of courses and collectively mentored hundreds of students. The cohort meets monthly with the vice president for institutional equity and diversity to discuss career pathways and build community.

To date, this pipeline program is working as intended by bringing talented individuals to Brown, providing them with funding to support their scholarship and diversifying the professoriate by preparing them to obtain tenure-track positions in institutions of higher education. In fact, seven of the eight fellows from the 2015-17 cohort of graduates have transitioned into tenure-track positions, with two fellows, Kevin Escudero and Adrienne Keene currently on tenure-track faculty lines at Brown. Four of the six fellows from the 2016-18 cohort have already secured tenure-track positions. Information on current and past fellows can be found in Appendix A.

The University continues to support the Presidential Diversity Postdoctoral Fellowship with the goal of raising funds to increase this pathway to diversifying faculty in the professoriate.

**Table 1. Faculty from HUGs, Women in STEM and Asians in Humanities & Social Sciences**

		2013-14	2014-15	2015-16	2016-17	2017-18
<b>HUG (U.S.)</b>	Professor	21 (5.5%)	18 (4.8%)	21 (5.5%)	22 (5.6%)	26 (6.4%)
	Associate Professor	15 (11.5%)	17 (13.2%)	17 (12.2%)	16 (11.5%)	17 (12.5%)
	Assistant Professor	15 (9.6%)	18 (12.4%)	22 (16.2%)	27 (19%)	31 (21.2%)
	Senior Lecturer	3 (7.7%)	3 (7%)	3 (6.7%)	3 (6.5%)	4 (9.1%)
	Lecturer	2 (6.9%)	2 (6.9%)	1 (3.6%)	3 (11.1%)	1 (5%)
<b>Total</b>		<b>56</b>	<b>58</b>	<b>64</b>	<b>71</b>	<b>79</b>
<b>Women</b>	Life and Medical Sciences	51 (31.5%)	49 (31.5%)	50 (30.9%)	53 (32.5%)	51 (31.7%)
	Physical Sciences	34 (17.3%)	28 (15.5%)	31 (17.6%)	30 (15.8%)	28 (15.1%)
	Social Sciences	60 (37%)	66 (36.8%)	72 (40.7%)	77 (42.2%)	77 (41.3%)
<b>Total</b>		<b>145</b>	<b>143</b>	<b>153</b>	<b>156</b>	<b>156</b>
<b>Asian</b>	Humanities	19 (8.7%)	19 (9.2%)	18 (8.6%)	17 (8.1%)	17 (7.9%)
	Social Sciences	13 (8.2%)	15 (8.7%)	16 (9.1%)	16 (8.6%)	16 (8.5%)
<b>Total</b>		<b>32</b>	<b>34</b>	<b>34</b>	<b>33</b>	<b>33</b>
<b>GRAND TOTAL</b>		<b>736</b>	<b>720</b>	<b>732</b>	<b>749</b>	<b>758</b>

## Graduate Student Diversity

In fall 2017, the largest-ever cohort of students from HUGs entered the Graduate School, representing 20 percent (among U.S. residents for whom race is known) of the incoming class. This outcome was the result of significant efforts directed at meeting the DIAP's stated goal of doubling the number of graduate students from HUGs by 2022. Among the Graduate School's total population of approximately 2,494 students, a total of 283 graduate students from HUGs (11 percent) are currently working toward degrees; in 2015, that number was 211 (see Table 2).

The Graduate School instituted the following practices to increase student diversity:

- Consultations with departments to create strategic recruitment plans to invite more candidates from HUGs for campus visits, incorporate holistic application reviews and avoid implicit bias in the application review process. As a result of these efforts, the 2016-17 admissions cycle demonstrated a significant increase in the number of Ph.D. applications from HUGs, from 428 in February 2016 to 571 in February 2017. Of those applicants, 48 students from HUGs matriculated in fall 2017.
- Recruiting from McNair scholars, the Name Exchange Network, and active recruitment at conferences, as well as the Leadership Alliance. In 2016-17, the Graduate School also decreased the barriers for students from HUGs by granting application fee waivers.

**Table 2. Graduate student enrollment over the past five years (masters and Ph.D. candidates)**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
American Indian or Alaska Native	3 (.2%)	2 (.1%)	2 (.1%)	3 (.1%)	4 (.2%)
Asian	101 (5.1%)	113 (5.4%)	127 (5.7%)	133 (5.9%)	149 (6%)
Black or African American	65 (3.3%)	72 (3.4%)	87 (3.9%)	82 (3.6%)	101 (4%)
Hispanic or Latino	114 (5.8%)	107 (5.1%)	110 (4.9%)	131 (5.8%)	145 (5.8%)
Native Hawaiian or Other Pacific Islander	2 (.1%)	3 (.1%)	1 (0%)	-	1 (0%)
Two or More HUGs	15 (.8%)	12 (.6%)	11 (.5%)	18 (.8%)	32 (1.3%)
Two or More Non-HUGs	8 (.4%)	7 (.3%)	12 (.5%)	10 (.4%)	18 (.7%)
Unknown	149 (7.5%)	181 (8.6%)	203 (9.1%)	203 (9%)	192 (7.7%)
*International (non-US citizens)	680 (34.4%)	726 (34.7%)	826 (37%)	838 (37.1%)	921 (36.9%)
White	837 (42.4%)	871 (41.6%)	851 (38.2%)	839 (37.2%)	931 (37.3%)
<b>HUG Total</b>	<b>199</b>	<b>196</b>	<b>211</b>	<b>234</b>	<b>283</b>
<b>GRAND TOTAL</b>	<b>1,974</b>	<b>2,094</b>	<b>2,230</b>	<b>2,257</b>	<b>2,494</b>

*\*International status is not a racial category in the United States.*

## Medical Student Diversity

Efforts to recruit candidates from HUGs continues to be an important priority in the medical school. In fall 2017, 21 percent of newly enrolled Brown medical students identified as HUGs (amongst U.S. residents for whom race is known). HUG representation in the medical school represents 23 percent of the entire student enrollment (this marks slow growth as the total number of medical students has also increased). American Indian or Alaska Native and Native Hawaiian or other Pacific Islander students remain significantly underrepresented in medical school as compared to other students from HUGs (see Table 3 on the following page).

**Table 3. Medical student enrollment over the past five years**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
American Indian or Alaska Native	-	-	-	-	-
Asian	135 (29.2%)	145 (29.6%)	152 (29.1%)	158 (29%)	142 (25%)
Black or African American	44 (9.5%)	54 (11%)	52 (9.9%)	54 (9.9%)	56 (9.9%)
Hispanic or Latino	63 (13.6%)	60 (12.2%)	62 (11.9%)	63 (11.6%)	70 (12.3%)
Native Hawaiian or Other Pacific Islander	2 (0.4%)	3 (.6%)	1 (.2%)	-	1 (.2%)
Two or More HUGs	4 (.9%)	3 (.6%)	6 (1.1%)	4 (.7%)	4 (.7%)
Two or More Non-HUGs	8 (1.7%)	9 (1.8%)	9 (1.7%)	11 (2.0%)	15 (2.6%)
Unknown	27 (5.8%)	23 (4.7%)	22 (4.2%)	17 (3.1%)	18 (3.2%)
*International (non-US citizens)	9 (1.9%)	7 (1.4%)	7 (1.3%)	3 (.6%)	3 (.5%)
White	173 (37.4%)	189 (38.6%)	213 (40.7%)	235 (43.1%)	259 (45.7%)
<b>HUG TOTAL</b>	<b>113</b>	<b>120</b>	<b>121</b>	<b>121</b>	<b>131</b>
<b>GRAND TOTAL</b>	<b>465</b>	<b>493</b>	<b>524</b>	<b>545</b>	<b>568</b>

*\*International status is not a racial category in the United States.*

The medical school has increased its capacity to attract and recruit interns and residents from HUGs by increasing the participation of individuals from HUGs, as well as the number of residency programs that participate in the Brown Minority Housestaff Association (see Table 4).

**Table 4. HUGs in the Medical School's Brown Minority Housestaff Association**

Departments/Resident Programs	2016	2017
Medicine	6%	16%
Pediatrics	6%	17.6%
OB/GYN	0%	37.5%
*Family Medicine	-	30%

\* Family Medicine is new to the BMHA, thus no data for 2016 is available.

## Undergraduate Student Diversity

Recruitment efforts from 2016-17 yielded an undergraduate enrollment of 6,670 – one of the largest cohorts in recent history. Among students from the U.S. for whom race is known, 25 percent identified as coming from HUGs.

**Table 5. Undergraduate enrollment over the past five years**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
American Indian or Alaska Native	24 (.4%)	24 (.4%)	27 (.4%)	31 (.5%)	30 (.4%)
Asian	762 (12.3%)	805 (12.9%)	842 (13.3%)	928 (14.1%)	985 (14.8%)
Black or African American	397 (6.4%)	419 (6.7%)	424 (6.7%)	429 (6.5%)	424 (6.4%)
Hispanic or Latino	670 (10.8%)	709 (11.3%)	719 (11.4%)	768 (11.7%)	770 (11.5%)
Native Hawaiian or Other Pacific Islander	6 (.1%)	10 (.2%)	10 (.2%)	13 (.2%)	12 (.2%)
Two or More HUGs	137 (2.2%)	142 (2.3%)	162 (2.6%)	162 (2.5%)	164 (2.5%)
Two or More Non-HUGs	195 (3.2%)	199 (3.2%)	231 (3.7%)	248 (3.8%)	239 (3.6%)
Unknown	595 (9.6%)	503 (8%)	438 (6.9%)	401 (6.1%)	367 (5.5%)
*International (non-US citizens)	721 (11.7%)	725 (11.6%)	753 (11.9%)	744 (11.3%)	751 (11.3%)
White	2,675 (43.3%)	2,728 (43.6%)	2,714 (42.9%)	2,856 (43.4%)	2,928 (43.9%)
<b>HUG Total</b>	<b>1,234</b>	<b>1,342</b>	<b>1,342</b>	<b>1,403</b>	<b>1,400</b>
<b>GRAND TOTAL</b>	<b>6,182</b>	<b>6,264</b>	<b>6,320</b>	<b>6,580</b>	<b>6,670</b>

When considering total enrollment for 2017, there was a slight decrease in undergraduate students from HUGs (0.3 percent; see Table 5), as well as first-generation college students (0.7 percent; see Appendix B). Despite decreases in HUG and first-generation matriculates, Early Decision results for the Class of 2022 indicate a robust admission of students from diverse backgrounds (see Table 6).

In support of students who identify as undocumented/“DACAmended,” low-income and Native American, Brown took the following steps over the past year:

- The Office of the Provost collaborated with the offices of the Dean of the College, Admission and Financial Aid to modify the way that first-time, first-year undocumented students and those with Deferred Action for Childhood Arrival (DACA) status are accepted and supported at Brown. Campus support efforts and resources, including provision of legal, financial and other support to students, will continue as necessary in the coming year.
- The School of Professional Studies collaborated with the Native American and Indigenous Studies Initiative at Brown (NAISAB) to develop a Brown pre-college partnership with the Center for Native American Youth at the Aspen Institute.
- The BrownConnect mentoring and internship program increased engagement of low-income students with internship opportunities by 2.3 percent, leading to an overall 10 percent increase over the last five years. Engagement of students from HUGs also increased by 3 percent (see Appendix C).

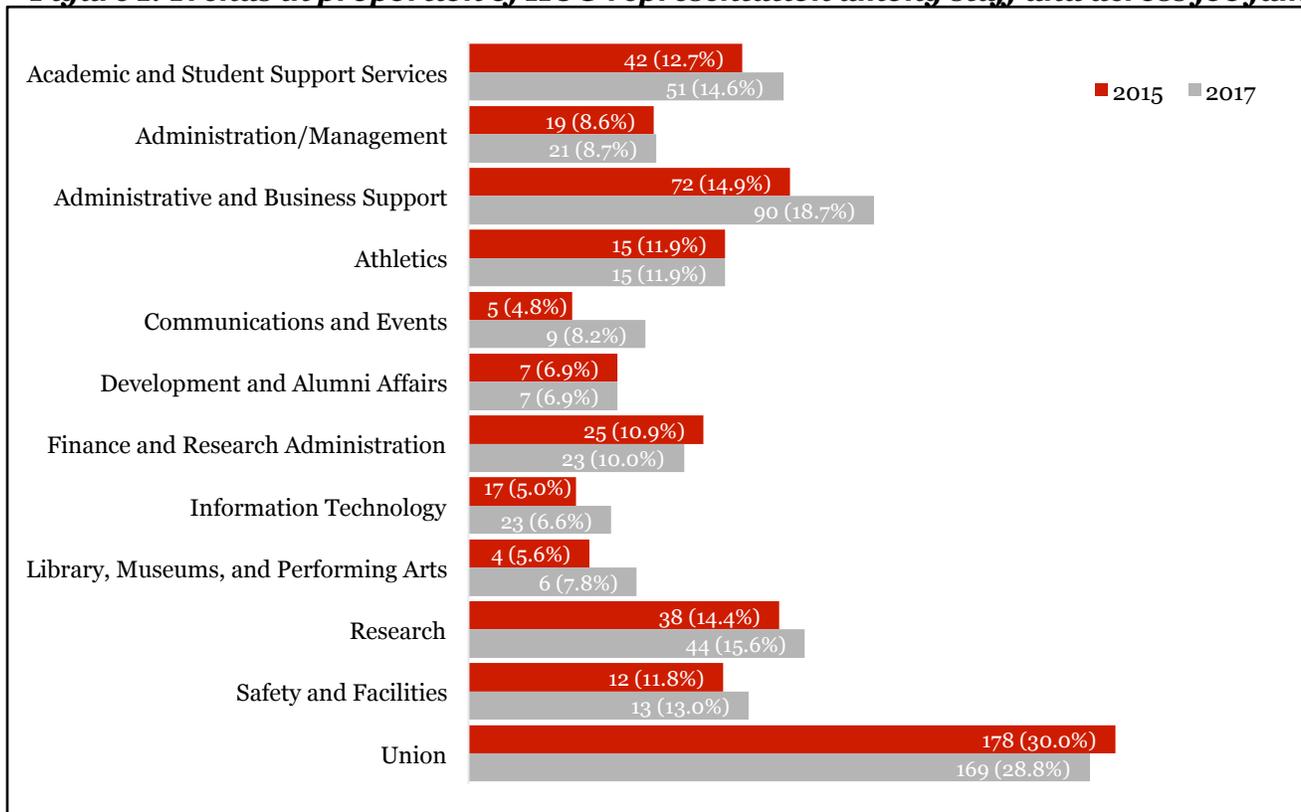
**Table 6. Brown early decision applicants and admitted students (Class of 2022)**

Out of 3,502 Early Decision Applicants	
Early Decision Applicants Admitted	738
Admitted Students Applying for Financial Aid	50%
Geographic Distribution	33 nations and 43 U.S. States
First-Generation College Students Admitted	10%
Admitted HUG Students	38%
Gender Distribution	430 female; 308 male

## Staff Diversity

As of spring 2017, the representation of staff from HUGs at Brown overall was approximately 15.5 percent out of a total of 3,031, excluding seasonal/intermittent staff (see Figure 1). The representation of staff in senior administrative positions is approximately 8.8 percent.

**Figure 1. Trends in proportion of HUG representation among staff and across job family**



The University increased efforts to hold academic and administrative managers accountable for following established hiring guideline. This included improved communications regarding hiring qualified candidates in support of Brown’s Affirmative Action and Equal Employment Opportunity Plans (e.g., underutilization/underrepresented by women or minorities, diversifying candidate pools). In addition, Brown introduced two programs:

- University Human Resources reimaged the Staff Mentoring Program, which paired entry- to mid-level employees with a senior leader for a nine-month mentoring experience.

- The Administrative Fellows Program was successfully piloted as an intense 12-month professional development experience for staff to increase awareness and support, inclusion, and equity work within the Brown community.

## **B. Academic Excellence**

The DIAP maximizes Brown’s capacity to approach pressing matters by cultivating a more diverse and inclusive University community. The University achieved this by bringing together exceptional scholars with diverse backgrounds, knowledge and experiences — allowing them to create an environment where a variety of perspectives are welcomed and all members of the community are treated with respect and dignity. Much of the recent work aimed at creating a vibrant and diverse scholarly community has been conducted with leadership from the Office of the Provost in collaboration with senior academic leaders, faculty, staff and students. Actions taken by the Office of the Provost during the 2016-17 academic year to advance academic excellence by promoting diversity and inclusion include:

- Establishing the Provost Visiting Professors Program to attract highly accomplished senior scholars who are making distinctive contributions to their fields and to build a critical mass of diverse faculty. The program launched in fall 2016 with three inaugural visiting professors with appointments in several academic departments. The program also proved to be a powerful recruiting tool, as one visitor, Professor Sylvester James Gates Jr., joined the Brown community permanently as Ford Foundation Professor of Physics. The program continues, and future visiting professors are under review.
- The 2016-17 “Reaffirming University Values” series hosted a total of 10 lectures and panel discussions focused on encouraging campus discussion on difficult issues. Topics included public narrative as a leadership craft; freedom of speech on campus; the history of immigration policy in the U.S.; Islamophobia and teaching difficult topics in the current political environment; and perspectives on the origins and implications of white nationalism following the events of Charlottesville.
- Providing seed funding, in consultation with the Office of Institutional Equity and Diversity, to bring prominent scholars to campus to offer lectures and meet with Brown faculty and early career scholars to initiate possible collaborations for research and scholarship focused on diversity and inclusion. Scholars invited to campus included Claude Steele, Sherman James, Hillary Potter and Douglas Massey.
- Launching the inaugural year of Native American and Indigenous Studies initiative at Brown (NAISAB). During the 2016-17 year, an interim steering committee conducted the first round of a director search. The first round did not result in a hire, and a second search will begin during the fall 2018 semester, with the goal of having a director in place by fall of 2019. Notable gains have included a newly formalized Native American Brown Alumni group and collaboration with the School of Professional Studies on the establishment of a scholarship for Native students to attend the Summer@Brown Program.

### **Center for the Study of Race and Ethnicity in America**

The Center for the Study of Race and Ethnicity in American (CSREA) continued to generate and support rigorous and accessible scholarship, and to provide public programming on historical and present-day formations of race and ethnicity in America. In addition to continuing and expanding upon many of their ongoing programs and special lecture series,

CSREA hosted a diverse group of scholars, including two visiting faculty and five postdoctoral fellows. CSREA also developed a graduate student professionalization and development series to support research on race and ethnicity, build research community across disciplines and support graduate student professional development. In addition, CSREA created an “Afternoon Chat” series with Provost Visiting Professor John Johnson, who facilitated discussions on doing anti-racism work in STEM fields, and Provost Visiting Professor Ronald Aubert, who engaged students and the public in discussions centered on social vulnerability and social determinants of health.

### **Center for the Study of Slavery and Justice**

The Center for the Study of Slavery and Justice (CSSJ) continued to engage in efforts to build capacity to develop new curricular offerings, research collaborations and opportunities for engaged scholarship through a series of activities. Activities included offering courses focused on race, the contemporary structural legacies of slavery and a comparative history of global slavery; sustaining the work of the Middle Passage Ceremonies and Port Marker Project, which began in 2016; and a collaboration with Yale University and the National African American Museum of History and Culture to host a major international conference on the public history of slavery.

### **The Leadership Alliance**

The Leadership Alliance partnered with faculty and departments to place 33 summer students from universities across the nation in rigorous research environments on campus. While at Brown, these students met with various segments of the community, including faculty, graduate students, student life representatives and graduate school deans. With generous funding through the DIAP initiative, the Department of Earth, Environmental and Planetary Sciences expanded its program from three to six students and developed a curriculum to introduce summer students to graduate-level research through graduate student and postdoc group leaders. The Alliance also supported faculty at Brown, advising on broader impacts for proposal submissions for the National Science Foundation CAREER award and facilitating collaborations with minority-serving institutions.

## **C. Curriculum**

The Office of the Dean of the College (DOC) has led Brown’s efforts to ensure that the undergraduate curriculum provides resources and support for students to thrive in their chosen fields. The DOC has developed, expanded and enhanced curricular and co-curricular offerings to allow students to engage in a deeper understanding of the complex dynamics of social inequity, exclusion and difference.

A [report](#) released in September 2016 by the Task Force on Diversity in the Curriculum, convened in spring and summer 2016, articulated these objectives. Over the past year, the DOC has worked to implement the recommendations of the Task Force on Diversity in the Curriculum by revising the course designation for courses covering structural inequality, racial formations and/or disparities and systems of power. In February 2017, the College Curriculum Council unanimously approved a new, more robust curricular designation (DIAP Courses: Race, Gender and Inequality), along with establishing a new process to determine which courses receive the new designation, beginning with a review

of courses for 2018-19. As a result, the number of seminars focused on diversity perspectives increased in 2017-18 (see Table 7).

In addition to the efforts around diversifying the curriculum, another major focus for the DOC was improving academic advising for students of all backgrounds. Additionally, the Sheridan Center for Teaching and Learning and the Swearer Center have contributed significantly to supporting the DOC's DIAP. This has included the establishment of thoughtful hiring practices, strengthening of outreach to and support for a broader range of students, and new training opportunities for faculty and staff on how to construct inclusive teaching and learning communities.

- One articulated goal was to enhance support for instructors and teaching assistants on inclusive teaching strategies. The Sheridan Center for Teaching and Learning has developed a number of programs and initiatives to support inclusive pedagogy, including the following:
  1. Embedding principles of inclusive teaching in its new faculty and new TA orientations, and all certificate programs
  2. Offering 10 workshops in 2016-17 on inclusive teaching
  3. Modifying the writing fellows course to include an explicit focus on cultivating inclusive methods for working with writers
  4. Adding 10 hours of paid professional development addressing diversity and inclusion for writing associates.
  
- Another articulated goal was to increase support for the Engaged Scholars Program. ESP, which launched in 2015-16 with five concentrations and 50 students, has now grown to 108 students from 13 participating concentrations. Staff for the program has also grown with the addition of one full-time position and several others throughout the Swearer Center who contribute directly to the program.

**Table 7. Proportion of Diversity Perspectives in Liberal Learning (DPLL) Courses 2015-16 to 2017-18 or courses that would merit the DIAP designation**

	First-Year Seminars	First-Year Seminars that are DPLL	% DPLL First Year Seminars	Sophomore Seminars	Sophomore Seminars that are DPLL	% DPLL Sophomore Seminars
2015-16	85	11	13%	14	4	29%
2016-17	81	17	21%	18	9	50%
2017-18*	80	10	8%	15	11	73%

\*Note that the DPLL designation was discontinued part-way through 2017-18

## D. Community

### Campus Life

Under new leadership in 2016-17, Campus Life positioned itself to build an inclusive community and foster excellence in co-curricular learning. Much of this capacity building centered on three goals: 1) increasing the compositional diversity of staff working in the

division; 2) building the capacity through professional development of all staff to foster a more inclusive campus climate and community; and 3) building of interactional diversity that simultaneously values and sees as mutually supportive the need for all students to find a sense of belonging in community together (i.e., affirming spaces), as well as opportunities for all students to interact and build community across differences, sometimes profound, in identities, histories, backgrounds, experiences and beliefs (i.e., challenging spaces).

- **Compositional Diversity of Staff:** The Division of Campus Life brought 29 new staff onto the team in key student-facing positions in 14 departments through national searches during the 2016-17 academic year. Of the 29 new staff hires, 21 (72 percent) identify as staff of color and 15 (52 percent) identify as members of HUGs. Further, Campus Life promoted or strengthened the positions (equity review, terms of appointment, retention offers) of 38 staff in 14 departments based on strong demonstrated track records of measureable success in 2016-17. Of the 38, 19 (50 percent) identify as staff of color and 11 (29 percent) identify specifically as from HUGs. The most dramatic shift in compositional diversity is in Residential Life, where six of the last seven hires were staff of color (four from HUGs), and nine of 17 full-time staff are now staff of color (seven from HUGs) with two vacancies to be filled.
- **Capacity Building for Staff:** Campus Life staff have taken active measures to be better educated and prepared to support all students. By building the capacity of all staff, regardless of how they identify or what their backgrounds are, the division is creating the expectation that everyone should be able to engage in diversity and inclusion work.
  1. Completed an audit of professional development opportunities for each department within the division.
  2. Created an annual fund to further support groups of individual staff as well as departments to engage in professional development with consideration given to collaborations that further the diversity and inclusion efforts of the division.
  3. Built on division-level professional development by hosting the second annual day-long social justice retreat.
- **Build Community and Strengthen Support for Diverse Students:** Community building is a priority for Campus Life. The division has taken measures so all students, in particular students from HUGs, find a sense of belonging as well as have opportunities to experience meaningful interactions and build community across differences. The following are highlights of actions taken in key categories:
  1. Helped facilitate the centralization of many critical resources for international students in the Office for Global Engagement (OGE) by supporting the creation of an assistant provost position in OGE and the creation of a program director position in Campus Life for international students.
  2. Established a Center for Truth, Racial Healing and Transformation through a grant from the Association of American Colleges and Universities to the Office of the Chaplains and Religious Life.
  3. Created a therapist position housed in Counseling and Psychological Services (CAPS) and located at the medical school to improve medical students' access to services. CAPS increased compositional diversity of full-time therapists to approximately 58 percent staff of color, who can provide support in an increasing number of languages.
  4. Strengthened the residential experience for students by restructuring and retooling the staffing and resources of the department. This led to seven new hires and a

significant increase in spending on in-year renewal (2016-17). Compensation for community directors also significantly increased.

5. Increased efforts to expand the number of students who are veterans as well as broaden the commissioning programs to include the Air Force and the Navy.

### **Professional Development**

In 2016-17, the Office of Institutional Equity and Diversity (OIED) supported a number of professional development opportunities and capacity-building activities around diversity and inclusion issues. These included:

- Diversity and Inclusion Professional Development Lunch Series
- Professional Development Day – “Unpacking Diversity and Inclusion”
- Diversity and Inclusion Summit
- Lifework Forum and Lifework Connections
- Young Scholars Conference

### **Faculty Mentoring**

Currently, Brown has a vibrant Faculty of Color (FOC) Network. Founded in 2015, the original aims of the group were to help build community among faculty of color and to establish sources of mentoring and professional development to meet the specific needs of senior, junior and non-tenure track faculty of color as well as post-doctoral fellows of color. Through generous funding from the DIAP initiatives, the FOC Network has grown significantly.

In 2016-17 the FOC Network continued to make a significant impact on campus. Two informal lunchtime conversations per semester allowed the co-chairs to respond to faculty requests as well as invite input from leadership. The network supported three major socializing and networking events – two off-campus and one in the Faculty Club, which the president and senior administrators attended. In addition to building a collective community, the FOC mentoring program grew to encompass more faculty who are now compensated for their work as per the University-wide faculty mentorship program. The FOC Network also has a [website](#) to record events and collate information pertinent to faculty of color at Brown.

The FOC Network participates in recruiting efforts for departments seeking to increase their diversity by meeting (as a group or individually) with finalists during campus visits, which lets candidates know there is a supportive community at Brown that values diversity and inclusion.

### **Report on Community Activities**

As outlined in the DIAP, Brown’s Office of Government and Community Relations (GCR) was tasked to “convene a working group to evaluate and report on Brown’s contributions to Providence and Rhode Island.” GCR created the Community Engagement Working Group (CEWG) in mid-2016, composed of key staff members from community-facing departments and centers on campus, as well as senior administrators.

The CEWG created a survey to collect data on current community engagement activities. The goal of the survey was to inventory and help strengthen and coordinate community-facing programs that currently exist, identify gaps in services and provide information that can lead toward promoting the University's positive impact on Providence and the surrounding region.

Analyzing data from over 450 survey responses, the Working Group identified three main findings:

- **Finding #1:** *A periodic survey of community engagement, with voluntary participation, is inherently incomplete and outdated.*

Community engagement activities at Brown change rapidly: Programs whither or emerge when specific people leave or arrive at the University. Collecting information periodically can only represent a snapshot on campus and is quickly outdated. Additionally, participation in a voluntary survey is necessarily bounded by the goodwill of potential participants. The report recommends an ongoing, living database of community engagement activities, with participation mandatory in some way (such as with Faculty Activity Reports or tied to Student Activity Office funding).

- **Finding #2:** *Community engagement at Brown is decentralized, which presents an opportunity to be more strategic.*

Community engagement at Brown is largely not coordinated within a strategic framework: It originates within departments, centers, student groups and individual faculty, staff and students. There may be duplication of efforts, misplaced or uninformed initiatives and a lack of coordination between programs directed at the same community need. In short, community engagement at Brown is decentralized, reflecting a philosophy of “letting a thousand flowers bloom.” Next steps will be to determine how best to coordinate efforts within a decentralized model so that we can celebrate the broad portfolio of activities that are taking place.

- **Finding #3:** *Brown’s community engagement is not always coordinated with community partners, and limited reporting on activities creates challenges in making efforts known.*

Central to the notion of a community partnership is first identifying community needs. A strategic approach to community engagement, modeled on the Swearer Center’s strategic plan, identifies community partners and works with them to identify community needs. Not all community engagement at Brown follows that model. We believe Brown can fulfill community needs identified by the communities served, while still furthering the University’s educational mission of focusing on engaged scholarship, training and other opportunities for learning.

A more coordinated approach to community engagement would allow the University to assess the effectiveness of individual programs more easily and promote successful ones. A goal will be to better track activities in an effort to craft a coherent story about Brown’s impact in Rhode Island. As a result, a great deal of impressive, effective work can be communicated. Such storytelling can go a long way toward creating goodwill among the University’s neighbors, celebrating successes and making the case for Brown’s local economic, cultural and educational contributions.

## **E. Knowledge**

The previous DIAP annual report called for the collection of qualitative data to more fully unpack the climate issues for staff and students. In spring 2017, OIED in collaboration with the Office of the Provost, the Graduate School, the Office of the Dean of the College and the Executive Vice President for Finance and Administration began conducting a series of qualitative studies to develop a more nuanced understanding of the factors that contribute to climate issues for staff and students at Brown. This summary will focus primarily on the qualitative studies conducted with staff while outreach to undergraduate and graduate students are currently underway.

### **Staff Climate Concerns**

The University conducted a series of focus groups and individual interviews with a representative sample of staff in May and June 2017. The goals of these semi-structured discussions were two-fold: 1) to unpack the concerns revealed by staff in the 2016 campus climate surveys and to collect narratives regarding these concerns and 2) to understand the process by which departments developed their Departmental Diversity and Inclusion Action Plans (DDIAPS), specifically focusing on the strategies implemented to recruit and engage staff in the development and implementation of these documents.

Major themes that emerged can be divided into two sections: 1) staff experiences with faculty and 2) staff experiences with administration. Below are the major themes that emerged within each of these sections:

#### ***Staff Experiences with Faculty***

- Experiences and overall feelings of not being valued by faculty
- Experiences of being intentionally excluded from important discussions where important decisions are made that would impact staff members' experiences of working within a department or unit
- Concerns over faculty not being held accountable for actions that caused harm to others
- Unrealistic work expectations or lack of consideration of University processes and policies being placed on staff
- Dismissiveness of staff personal and professional priorities

#### ***Staff Experiences with Administration***

- Perceptions and experiences of a hierarchy that is perpetuated by the administration
- Lack of faith and trust in human resources processes across the University
- Little investment in staff's professional development and growth
- Frustrations with the process of bringing up complaints regarding interpersonal concerns; additionally, a lack of trust in the effectiveness of the processes
- Sense that promotions are based on length of time at Brown or social networks

To disseminate the results generated from the staff and ongoing student qualitative studies, the University will develop and share a report with the campus community at the conclusion of the 2017-18 academic year. Following the release of this report, senior leaders will help develop a comprehensive plan to address major concerns.

## **F. Accountability**

### **Departmental Diversity and Inclusion Action Plans (DDIAPs)**

Through the DIAP process, the institution has emphasized the importance of how responsibility and accountability rests with all members of the Brown community. The annual review of the academic and administrative departmental DIAP summaries showed a true commitment to realizing our diversity and inclusion goals.

There were 36 academic and 26 administrative summary updates submitted for 2016-17. The summary plans described below highlight the many notable best practices implemented to make change on campus and identify areas of opportunity for continuous improvement.

### ***Academic***

The most notable examples of work being done across academic departments centered on actions being taken to create a more diverse curriculum and coordinated inclusion efforts.

Below are some highlights of this work:

- Applied Mathematics developed and offered a course titled “Race and Gender in the Scientific Community” within two sections in spring 2017. Each of these sections had a total of 30 students enrolled. The feedback from the students enrolled in this course was very positive, and students have expressed a strong interest for this course to be continued. Similarly, Economics added a course titled “Race and Inequality in the U.S.” to its curriculum, which attracted a total of 87 students. The department also added two new courses, titled “Economics of Latin America” and “Mathematics for Economics,” which both received very positive reviews from students.
- History developed and made available to faculty a bibliography of assignable readings on inclusive pedagogy and teaching about oppression. Further, the department’s DIAP called for all faculty to include at least one to several readings listed in this bibliography during the first two weeks of their courses. Similarly, Religious Studies focused its annual faculty retreat on diverse and inclusive pedagogy.
- The School of Public Health hired its first assistant dean for diversity and inclusion, allowing the SPH to further centralize and catalyze diversity and inclusion activities within the school. In an effort to expand its curriculum, the school added two new courses, “Health Disparities and Social Inequity” and “Community Resilience and Health Promotion.”

The DDIAP review committee noted the significant progress that academic departments made in promoting inclusive environments in their communities through open forums, representative task forces and regular check-ins with faculty, students and staff. Many departments also were successful in recruiting faculty from HUGs and/or graduate and undergraduate students by developing collaborations with other academic departments. The review committee also recognized that more attention needs to be placed on retention plans that outline opportunities for mentorship and other forms of support to ensure the success of students, faculty and staff from HUGs at Brown.

### ***Administrative***

Collectively, the administrative departments made good efforts to explore opportunities to build stronger and diverse teams by engaging and utilizing all members of the departmental

community with various initiatives (e.g., group discussions, surveys, one-on-one dialogues and opportunities to provide constructive feedback in ways that will engage diverse discussions in communication style and work style among colleagues). Notably, regular and more frequent check-ins with staff and respective constituents are occurring to ensure individual voices are heard, understood and appreciated. The following represent efforts by administrative units:

- The division of Campus Life and Student Services increased compositional diversity of its staff while fostering a more inclusive campus community for students.
- Dining services created a position to specifically address issues related to diversity and inclusion. It also directed significant efforts to create opportunities for staff to be recognized for their important contributions, including formalizing a committee to develop an Employee Recognition Program as well as partnering with the Office of Institutional Equity and Diversity to develop a series of professional development lunches that highlight the culinary talents of dining staff members.
- The School of Professional Studies made progress on a number of initiatives, including a review of the pre-college experience with an eye toward diversity outreach efforts and an increase in enrollment from the Providence Public School District.

Administrative departments are strongly encouraged to continue planning, monitoring and assessing efforts related to hiring and retaining diverse staff while making concerted efforts to improve interactional diversity and the cultural climate within individual units.

### **Rewards and Consequences**

In collaboration with the President's Office, OIED will create the DIAP Recognition Awards. Through a nomination process, these awards will allow the community to recognize individuals and departments that have made diversity and inclusion a priority at Brown.

In addition to celebrating those who are invested in making Brown an innovative and academically excellent institution that values diversity and inclusion at every level, we must also have consequences for those rare instances when efforts to progress in this area are stalled or thwarted. Academic and administrative units that cannot meet the standard of excellence Brown sets as a community will be unable to hire (i.e., conduct faculty searches and fill positions) until expectations are met. Another consequence will be the inability to bring onboard new graduate students (when applicable).

By virtue of studying and working at Brown, our community members have committed to a set of standards that value the centrality of diversity and inclusion to our world.

### **Oversight Process**

In order to continue making progress on the goals set forth in the University-wide DIAP, the Diversity and Inclusion Oversight Board was charged with assessing progress associated with the DIAP plan, including the review of the annual report before release. Additionally, there are several standing boards, councils and committees that focus on diversity more broadly:

- *Committee on Faculty Equity and Diversity (CFED)*. The CFED represents the faculty in personnel issues such as compensation, benefits, leaves, equity, diversity and advancement
- *Advisory Council on Diversity*. The Council serves as the alumni council that advises the president in considering long-term policy and planning issues and practices that promote

diversity, inclusion and fair treatment of all members of the community, in keeping with the mission of the University

- *Diversity Advisory Board (DAB)*. The DAB advises the vice president for institutional equity and diversity to consider matters that concern the campus community, especially in regard to diversity and inclusion
- *Steering Committee on Equity and Diversity (SCED)*. This new steering committee will be composed of staff and faculty within each unit who have the specific responsibility of coordinating diversity in their department or division. The committee will vet and strategically implement campus-wide diversity initiatives.

### **Office of Institutional Equity and Diversity**

The Office of Institutional Equity and Diversity (formerly the Office of Institutional Diversity and Inclusion) serves as a critical leader, resource and support in sponsoring programs and events related to diversity and inclusion. OIED helps lead inclusion efforts across campus through three main areas:

1. Oversight of the Diversity and Inclusion Action Plan process
  - a. Monitoring institutional progress of the DIAP
  - b. Providing seed funding in support of diversity-related initiatives
  - c. Training to continuously improve the cultural climate on campus
2. Compliance with federal, state and local policies and regulations related to discrimination, harassment, equal employment opportunity and disability resources
3. Fostering diversity and inclusion by ensuring efforts to recruit and retain a diverse faculty, staff and student population are maintained through enhanced hiring practices and pipeline programs

The name of the office changed to reflect the breadth and depth of the work that takes place above and beyond the DIAP. Liza Cariaga-Lo, former vice president, stepped down from her role in May 2017. On December 1, 2017, the University appointed Shontay Delaloe the new vice president for institutional equity and diversity after a national search. Additionally, Rene Davis joined the office in July 2017 as the new Title IX program officer.

## **G. Special Topic Area**

### ***Disability Inclusion***

Last year's DIAP annual report called for greater attention to and efforts around disability. In response, Brown took actions to ensure that disability was included in all definitions of diversity and integrated into all conversations and activities centered on diversity and inclusion. The Student and Employee Accessibility Services (SEAS) office has been a critical partner in these efforts, serving as a major resource to multiple academic and administrative offices interested in raising consciousness around topics of disability and in conducting a critical assessment of their physical spaces to determine accessibility. Further, in an effort to ensure that disability-related progress is promoted among our community and that structures are in place to provide oversight, guidance and expertise on this process, a review of the Campus Access Advisory Committee's composition, charge, process and reporting structure is currently underway. A Digital Accessibility Working Group has also been formed to review best practices and make recommendations to the Information Technology Advisory Board on future directions for increasing accessibility of digital content.

With support from the Richard A. and Susan P. Friedman Family Foundation, the University in summer 2017 launched a comprehensive renovation of Wilson Hall, to renamed Friedman Hall upon completion of the project. The construction project will preserve the historic exterior of the 1891 building but renovate the interior to feature a new three-floor configuration that will include seven new classrooms with a mix of fixed and flexible seating configurations and cutting-edge technology, a common area for student activity and outside-the-classroom interactions, and two entryways that will create new pathways to the College Green and Simmons Quadrangle. This renovation will also make the building fully accessible to individuals with disabilities. Completion of this renovation is anticipated for the start of the fall 2018 semester.

Overall, the progress made reflects the openness of the community to include issues of disability in a more concerted way. However, proactive approaches to increasing awareness and inclusion of disability beyond accessibility are still needed.

Campus Life is working on an external review of Student and Employee Accessibility Services, to be completed in spring 2018. The division also is exploring opportunities to partner with student leaders on raising awareness around disability generally and disability resources specifically moving forward.

## **II. Looking Ahead**

The community at Brown has much to be proud of in its commitment to strengthen diversity and inclusion at the University. We have increased HUG representation in critical areas, enhanced curricular offerings and added some new professional development opportunities for staff. In the year ahead, OIED in collaboration with campus partners, will focus on creating a mechanism by which we can measure progress, address cultural climate concerns, identify areas where we still have gaps and provide chairs and directors with tools to maintain this work.

In fall 2018, we will embark on the third element of data gathering, which will be a campus-wide climate study developed from the data gathered in the first climate study in 2016 and subsequent qualitative data gathering in 2017. We will use the collection of these results to align programming and resources in support of our underrepresented populations at Brown.

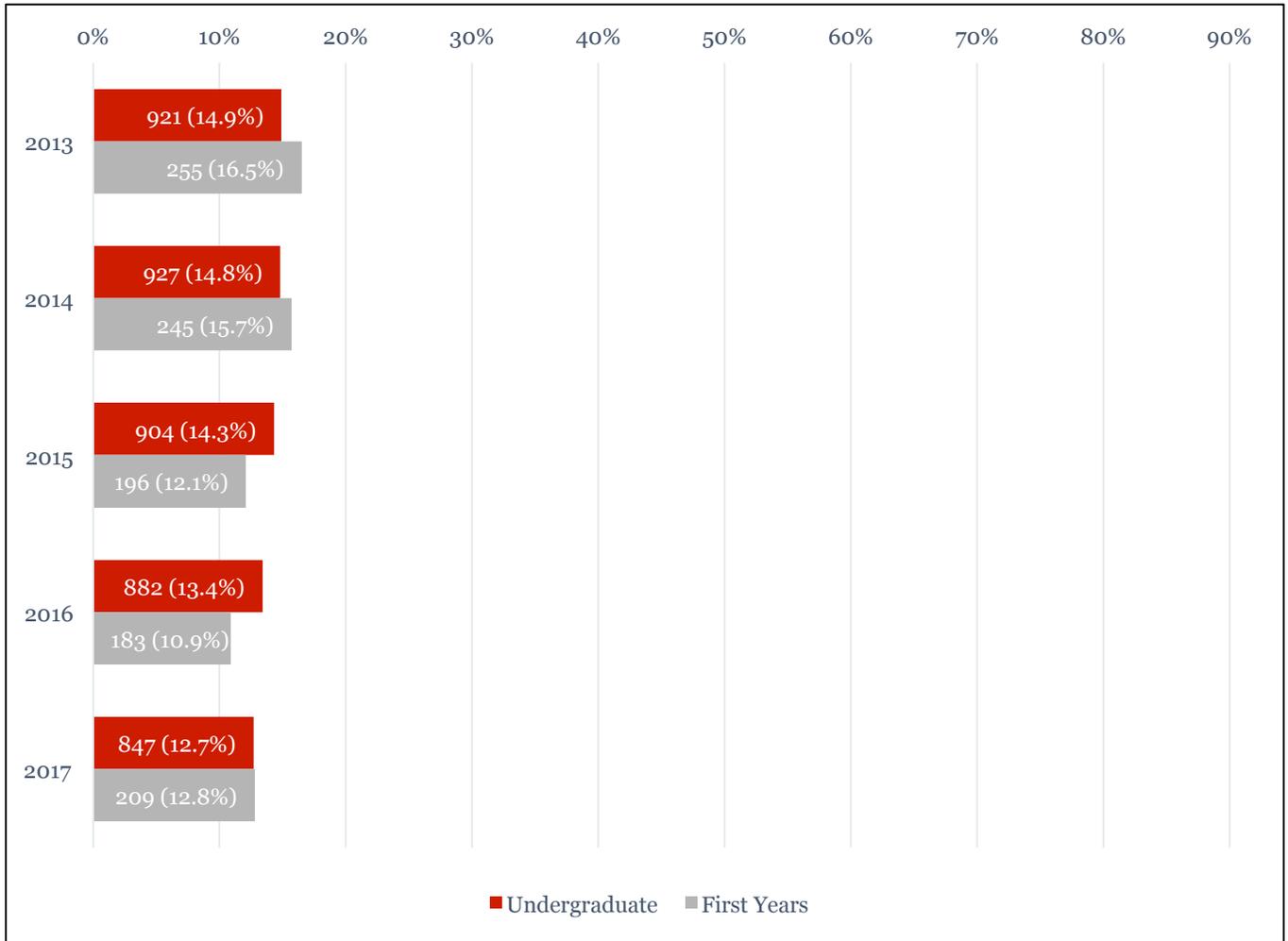
In order to have an impact on the cultural climate of the institution, we must revisit conversations started in 2016 with a community-wide task force to review our Discrimination and Harassment Policy. This work has continued in 2017-18 with the leadership of the Undergraduate Council of Students with the goal of establishing a more dynamic bias incident reporting process.

# Appendices

## Appendix A. Presidential Diversity Postdoctoral Fellows Updates

2015-17 Cohort	
FELLOWS AND BROWN AFFILIATION	CURRENT POSITIONS
<b>Maria Abascal</b> <i>Population Studies and Training Center</i>	Assistant Professor of Sociology at Columbia University
<b>Stefano Bloch</b> <i>Urban Studies</i>	Assistant Professor in the College of Social and Behavioral Sciences at the University of Arizona
<b>Nicole Burrowes</b> <i>Center for the Study of Race and Ethnicity in America</i>	Assistant Professor of African and African Diaspora Studies at the University of Texas at Austin
<b>Colleen Daniher</b> <i>Theatre Arts and Performance Studies</i>	Research Fellow in the Center for Humanistic Inquiry at Amherst College
<b>Kevin A. Escudero</b> <i>American Studies</i>	Assistant Professor of American Studies at Brown University
<b>Adrienne Keene</b> <i>Anthropology and the Center for the Study of Race and Ethnicity in America</i>	Assistant Professor of American Studies at Brown University
<b>Yalidy M. Matos</b> <i>Center for the Study of Race and Ethnicity in America and the Watson Institute for International Studies</i>	Assistant Professor of Political Science and Latino and Caribbean Studies at Rutgers University, New Brunswick
<b>Sara Matthiesen</b> <i>American Studies</i>	Assistant Professor of History and Women's Studies at George Washington University
2016-18 Cohort	
FELLOWS	CURRENT POSITION AND UPDATES
<b>Emma Amador</b>	Fellow at the Center for the Study of Race and Ethnicity in America at Brown. Currently an assistant professor in the Department of History and Institute of Latina/o, Caribbean and Latin American Studies in the University of Connecticut.
<b>Vanessa Fabien</b>	Fellow in Africana Studies at Brown
<b>Christopher B. Harris</b>	Fellow in the School of Engineering at Brown. Currently an assistant Professor of Electrical and Computer Engineering at Auburn University.
<b>Mariaelena Huambachano</b>	Fellow in the Department of American Studies and the Center for the Study of Race and Ethnicity in America. Assistant professor at California State University, Northridge beginning fall 2018.
<b>Richard Mariita</b>	Fellow in the Department of Chemistry at Brown
<b>Diego Milan</b>	Fellow at the Pembroke Center at Brown. Assistant professor of English at Washington and Lee University beginning in fall 2018.

## Appendix B. First-Generation College Student Enrollment Among First Years and Overall Undergraduate Classes



## Appendix C. Engagement of HUG Students in BrownConnect

AWARD TYPE/HUGs	2015 Awards		2016 Awards		2017 Awards	
	HUGs	%	HUGs	%	HUGs	%
<b>BrownConnect/Signature Programs*</b>	<b>10</b>	<b>24%</b>	<b>14</b>	<b>26%</b>	<b>12</b>	<b>16%</b>
American Indian or Alaska Native	0	0%	1	2%	0	0%
Black or African American	3	7%	4	8%	3	4%
Hispanic or Latino	7	17%	9	17%	9	12%
Native Hawaiian or other Pacific Islander	0	0%	0	0%	0	0%
<b>LINK Awards</b>	<b>48</b>	<b>19%</b>	<b>56</b>	<b>21%</b>	<b>57</b>	<b>24%</b>
American Indian or Alaska Native	1	0%	0	0%	1	0%
Black or African American	12	5%	12	5%	18	8%
Hispanic or Latino	34	14%	43	16%	37	15%
Native Hawaiian or other Pacific Islander	1	0%	1	0%	1	0%
<b>UTRA Awards</b>	<b>36</b>	<b>13%</b>	<b>28</b>	<b>11%</b>	<b>36</b>	<b>15%</b>
American Indian or Alaska Native	1	0%	1	0%	4	2%
Black or African American	10	4%	9	4%	9	4%
Hispanic or Latino	25	9%	18	7%	22	9%
Native Hawaiian or other Pacific Islander	0	0%	0	0%	1	0%
<b>Summer Gap Awards</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>6</b>	<b>38%</b>
American Indian or Alaska Native	n/a	n/a	n/a	n/a	0	0%
Black or African American	n/a	n/a	n/a	n/a	4	25%
Hispanic or Latino	n/a	n/a	n/a	n/a	2	13%
Native Hawaiian or other Pacific Islander	n/a	n/a	n/a	n/a	0	0%
<b>Total Awards</b>	<b>94</b>	<b>17%</b>	<b>98</b>	<b>17%</b>	<b>111</b>	<b>19%</b>