



BROWN UNIVERSITY

OFFICE OF THE PRESIDENT
Box 1860 • Providence, RI 02912 • USA
T 401.863.2234 • F 401.863.7737

Christina H. Paxson

February 1, 2016

Dear Members of the Brown Community,

In October of 2013, the Corporation of Brown University approved Brown's strategic plan, *Building on Distinction*. This plan aims to advance Brown's mission of serving society by "discovering, preserving and communicating knowledge in a spirit of free inquiry" within a "unified community" of scholars. The strategic plan emphasizes the value of developing an academic community that embodies the social and intellectual diversity of the world, in order to position Brown to achieve the highest level of academic excellence and prepare our students to thrive and lead in the complex and changing settings they'll encounter after they graduate.

Since *Building on Distinction* was released, the need to foster a more inclusive campus has become even more evident. As Brown's mission statement makes clear, Brown is an academic community that prizes individuality and intellectual independence, but also recognizes that successful learning communities must be grounded in an ethos of mutual respect. Yet Brown has been challenged to confront issues of racism, discrimination, and inequity that prevent us from being the truly unified community that we aspire to be.

All Brown students, regardless of race, ethnicity, gender, nationality, religious and political views, and other aspects of their identities, are accepted because of their enormous potential as scholars and leaders. It is imperative that all students—and, indeed, all members of our community, including faculty and staff—are valued, respected, and provided with equal opportunities to thrive at Brown. Our challenge and opportunity is to bring faculty, students, and staff together to ensure we are living up to our ideals.

Pathways to Diversity and Inclusion: An Action Plan for Brown University (DIAP) details a set of concrete, achievable actions that will make Brown more fully diverse and inclusive. I believe that the strengths of this plan are its concrete actions, inclusive nature, commitment to accountability, and its recognition of the challenges and opportunities of previous efforts toward diversity — efforts that now offer us this moment to effect lasting change.

We shared the draft version of this plan November 19, 2015, as a working document, and the input we received during the open comment period significantly shaped this final document. We were able to identify areas of greater opportunity to deepen our curriculum, provide more resources for mentorship and professional development, engage with the Providence community, and add specificity that will contribute to the successful implementation of the action plan. Many initiatives that received support from the draft plan already are underway. A [DIAP website](#) will track the ongoing [progress of implementation](#) over time.

Most of the plans described in the DIAP are part of Brown's \$3 billion comprehensive campaign, *BrownTogether*, launched in October 2015. Approximately \$165 million in new endowed funds included in the campaign will support the initiatives outlined in the diversity and inclusion plan. This includes support for endowed professorships, graduate students fellowships, and curricular and co-curricular initiatives. The funding figure for the revised DIAP reflects more precise calculations than the broad \$100 million estimate in the draft version of the plan.

The plan prioritizes actions in six areas that further Brown's mission:

1. **People:** Actions in the DIAP focus on strategies to identify, recruit, and retain faculty, students, and staff who have been historically underrepresented in higher education. This includes doubling the number of underrepresented tenure-track faculty through "early identification" programs, cluster hiring and other targeted strategies. It also calls for a doubling of graduate students from historically underrepresented groups, improvements in outreach and recruiting for undergraduates from underrepresented groups, and investments in mentoring and professional development for both faculty and staff.
2. **Academic Excellence:** The DIAP calls for increased scholarly resources to support education and leading-edge research on issues of race, ethnicity, inequality, and justice around the globe. Much of this investment will support existing centers, such as the Center for the Study of Race and Ethnicity in America and the Center for the Study of Slavery and Justice, or build on existing strengths, such as expertise on Native and Indigenous studies in the Haffenreffer Museum, the John Carter Brown Library, and several Brown departments. Our actions in the DIAP will build on Brown's commitment to the highest standards of research and teaching while using scholarly resources to expand the University's national and global imprint.
3. **Curriculum:** The plan focuses on ensuring that students can thrive in their chosen fields of study, while providing opportunities to learn about diverse perspectives. This includes expanding programs for students of color in the sciences, support for lower-income students to engage in summer research experiences, and increased course offerings on issues of race, ethnicity, inequality and social justice, among other initiatives.
4. **Community:** Our actions in this area are driven by the principle that Brown must be a place where individuals can learn, live, and thrive to be successful in life beyond Brown. We outline a new center for first-generation college students, mentoring programs that connect students to alumni, educational and professional

development programming, and resources for support services contributing to inclusive living and learning environments. The health and wellbeing of Brown students is a priority, and the DIAP includes plans to expand and increase cultural competence within Counseling and Psychological Services.

5. **Knowledge:** We must know more about our diverse communities at Brown to establish benchmarks we can use to measure progress in diversity and inclusion efforts. We'll conduct a campus climate study and improve data collection.
6. **Accountability:** The plan includes provisions for accountability, which establish a clear and transparent process for oversight of our progress and allows for continuous community input. Accountability starts with departments, which will each develop their own plans for diversity and inclusion, and extends to the senior leadership of the university and the Brown Corporation. The emphasis on transparency and accountability are core strengths of the plan.

I am excited about this plan, which has been more than a year in the making. In it, we honor our past in recognizing that the DIAP builds on the commitment and essential contributions of past and present generations of students, faculty, staff, and alumni to improve diversity and inclusion at Brown.

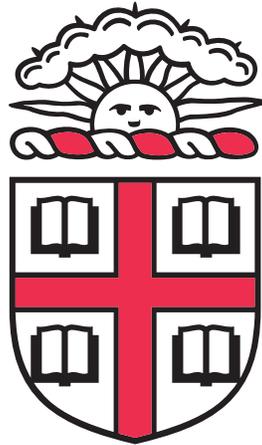
I and my colleagues in the senior administration thank the many members of our community, both on campus and off campus, who gave their time, their insights and their passion to participate in the development of the plan. Its success will depend on the ongoing efforts of an entire community committed to making Brown better.

I look forward to working together to build a more diverse and inclusive Brown community.

Sincerely,

A handwritten signature in black ink, appearing to read 'CHPaxson', written in a cursive style.

Christina H. Paxson

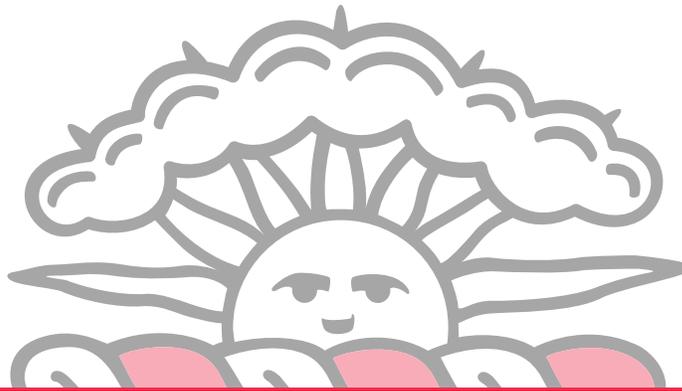


BROWN

Pathways to Diversity and Inclusion
An Action Plan for Brown University

February 1, 2016

Table of Contents



INTRODUCTION	1
The Purpose of this Plan	2
THE ACTION PLAN	6
I. PEOPLE	7
II. ACADEMIC EXCELLENCE	11
III. CURRICULUM	12
IV. COMMUNITY	13
V. KNOWLEDGE	16
VI. ACCOUNTABILITY	16
CONCLUSION	18
APPENDIX A - Pathways to Diversity and Inclusion Action Summary and Implementation Framework	19
APPENDIX B - A Timeline: Confronting Issues of Race and Inclusion at Brown	23
APPENDIX C - Professional Development Opportunities for Spring 2016	41
APPENDIX D - Summary of Community Input	42
APPENDIX E - Oversight of Diversity and Inclusion at Brown University	52
APPENDIX F - Data on Historically Underrepresented Groups at Brown	56
APPENDIX G - Opportunities for Engagement with the Local Community	60

Introduction

Both *diversity* and *inclusion* are central to Brown's mission of creating knowledge and preparing students to serve the community, the nation, and the world. Our commitment to diversity, which is highlighted in Brown's strategic plan, *Building on Distinction*, means attracting exceptionally talented faculty, students, and staff with the breadth of backgrounds and experiences critical to fostering a vibrant intellectual community. Our commitment to inclusion means sustaining a campus culture in which each individual's humanity and dignity are acknowledged and accorded the full respect of the entire University community, and in which each individual's equal standing as a member of that community is assured.

Institutions of higher education, including Brown, have traditionally failed to include fully people of all races, ethnicities, creeds, socioeconomic classes, gender identities, sexual orientations, and disability statuses. To confront this reality and its enduring legacies, the University is committing to transform the policies, structures, and practices that have led to the exclusion—rather than the meaningful inclusion—of members of the community. This means not just opening Brown's doors to talented people who have historically been excluded from the world of higher education. It means ensuring as well that these students, scholars, and staff thrive at Brown, that they are equipped with the resources and tools needed for success, and that they have full confidence that they are valued and respected members of the community. It also means changing our organizational culture to be truly inclusive. It means breaking down historic structures that impede all of this, and creating new ones that make a better future possible. It means advancing teaching and scholarship about power, privilege, and justice in contemporary and historical contexts, so that the injustices of the past do not continue to shape our lives. As a community, all of us—administrators, faculty, staff, and students—are accountable to a standard that values the dignity of every human being through respectful dialogue and thoughtful engagement.

To achieve our goals as a university, we must embrace both diversity and inclusion. It would be an empty victory to achieve one without the other. Absent diversity, an inclusive campus may become a homogeneous intellectual echo chamber that cannot teach individuals how to learn from, or communicate and collaborate with, people different from themselves. Absent inclusion, a diverse campus may generate misunderstandings and feelings of invisibility, fragmentation, frustration, and even anger that stem from the unproductive clash of people who bring different worldviews, experiences, and concepts of identity to campus but who do not often interact/engage with one another on campus. It is only on inclusive campuses that diversity becomes a valued asset that promotes the advancement of knowledge and the learning and development of all of its members. Brown must achieve both objectives, as both are integral to the highest and most rigorous academic standards. Our commitment to diversity and inclusion is essential to our mission as a university, and it reflects the strongly held Brown value that knowledge and education should advance society.

It is important to emphasize that our goals related to diversity and inclusion are entirely consistent with—and, indeed, integral to—Brown's commitment to cultivating an open intellectual environment. Brown's mission statement affirms the importance of “discovering, communicating, and preserving knowledge and understanding in a spirit of free inquiry.” Vigorous intellectual inquiry, which requires that individuals are free to express, test, and contest ideas on which there may be disagreement, is an essential part of education and research.

A diverse and inclusive community, in which a wide range of experiences and views are represented and all individuals are valued and treated with respect, is the best possible environment for fostering the advancement of knowledge and discovery through free inquiry, and it is also critical to knowledge production in a globalized world.

The success of this Action Plan will require significant investments, most of which are included in the Operational Plan for *Building on Distinction* (released in September 2015) and in Brown's recently launched comprehensive campaign *BrownTogether*. **We anticipate that approximately \$165 million of new endowed funds described in the *BrownTogether* campaign will support this plan, excluding goals for undergraduate financial aid.** Raised over the next decade, these funds will support key goals, including:

- **Doubling the faculty from historically underrepresented groups by 2022.** *Building on Distinction* targets more than 100 new faculty positions, and our goal is to fill at least 25 percent of these positions with scholars that diversify the faculty. This amounts to **\$100 million** for new endowed faculty positions in a range of academic areas. We expect to complement these new positions with hiring into existing faculty lines to reach our goal of **60 additional faculty members from historically underrepresented groups in five to seven years.**
- **Diversifying the graduate student population.** *BrownTogether* includes significant fundraising goals to support graduate students. We plan to add 25 new graduate student fellowships over the next five years to support graduate students from historically underrepresented groups. This will require **\$25 million** in fundraising.
- **Expanding research centers focused on issues of race, ethnicity, and social justice.** *BrownTogether* includes a goal of **\$20 million** to support the Center for the Study of Race and Ethnicity in America (CSREA) and the Center for the Study of Slavery and Justice (CSSJ).
- **Supporting curricular and co-curricular initiatives that promote diversity and inclusion.** Our goal is to raise **\$20 million** to expand critical scholarship, curriculum development, internships, and other programming that will make Brown truly diverse and inclusive.

Even more important than the financial investments we will make in the upcoming years, this plan outlines a vision for how Brown can develop best practices and serve as a leader in promoting more just, diverse, and inclusive communities. This is central to Brown's mission and an important opportunity for us to innovate in this critical area.

The Purpose of this Plan

The purpose of this plan is to outline a set of concrete, achievable actions, many of them already underway, that will make Brown more fully diverse and inclusive. (Appendix A lists all actions and initiatives covered in this plan.) We have chosen to focus on a relatively small number of areas that we believe will have the biggest immediate impact on our community, with the expectation that, as time goes by and we learn from experience, more actions will be needed. The actions specified fall into six categories: People, Academic Excellence, Curriculum, Community, Knowledge, and Accountability.

This is not the first plan Brown has developed on issues of diversity and inclusion. We recognize that the plan we are proposing builds on a long legacy of work and activism by generations of Brown students, alumni, facul-

ty, and staff, including the current study body. Some of the significant milestones in Brown's journey to become more diverse and inclusive are captured in the historical timeline in Appendix B.

How we define diversity and inclusion

To achieve our goal of increasing diversity at Brown, this plan focuses on historical legacies of oppression and discrimination that have, for years, barred certain groups from access to and/or full participation in higher education in the United States. These include those who self-identify as American Indian, Alaskan Native, African American, Hispanic or Latinx, and Native Hawaiian and/or Pacific Islander. These groups—identified in this document as Historically Underrepresented Groups (HUGs)—as well as women in STEM and Asian American and Pacific Islanders (AAPI) in the humanities and social sciences, have been identified by the U.S. Department of Education as groups that continue to have limited participation at the graduate and faculty levels in higher education.

Brown's progress over 10 years in attracting students and faculty from HUGs is summarized in Table 1 below. Detailed tables that provide greater levels of disaggregation within racial and ethnic groups are in Appendix F. (Note that the racial and ethnic categories in Appendix F are those required for federal reporting; in this plan we propose expanding our collection of information to include more detail on other groups as well, such as people of North African and Middle Eastern origin.) The figures in Table 1 and Appendix F indicate that Brown has significantly greater racial and ethnic diversity among undergraduates and medical students than among graduate students and faculty. Among undergraduates, HUGs have relatively low representation in STEM fields. The growth in diversity among faculty and graduate students, although positive, has been modest.

We need to make progress on hiring women in STEM fields, particularly in the physical sciences, as well as Asian American and Pacific Islanders (AAPI) in the humanities and social sciences at the graduate and faculty levels. Although not shown in Table 1, the University has made limited progress diversifying the senior administration—as of July 1, 2016, 22 percent of the President's cabinet will be from historically underrepresented groups (HUGs plus AAPI), and this will continue to be a priority area. The representation of people from HUGs on the Corporation is similar to that in the undergraduate student body.

While the figures in Table 1 speak to increasing diversity, they are silent on inclusion. Recently, we have heard from numerous students of color, as well as students from the LGBTQ+ community, veterans, students with disabilities, and students from various religious groups, nationalities, and political preferences, that Brown is not as inclusive as it needs to be. The problems students have voiced include exposure to racism and other behaviors that disparage members of underrepresented groups in and out of the classroom; a lack of financial support for meeting such basic expenses as food, books, clothing, and travel expenses, particularly for lower-income domestic and international students; and a lack of adequate exposure in learning environments to diverse perspectives and attention to matters of social justice. These issues and others (such as a lack of physical accessibility in a number of Brown's buildings) have created an environment that is not fully inclusive.

We recognize that, in order to have a truly diverse and inclusive academic community, we must also work toward broadening participation of many other members of our diverse communities. These include, but are not limited to, communities based on ethnicity, race, gender, sexual orientation and identification, class,

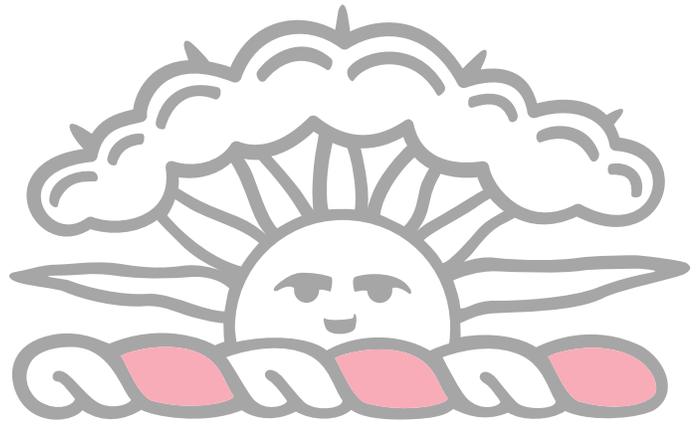
economic circumstance, religion, disability status, geography, and military veteran status. We are confident that the investments we have made, and, as outlined in this plan, that we will continue to make, in key identity centers and in student support services will help make Brown as inclusive as possible to our entire community. At the same time, we recognize the need to learn more about the prevalence of the concerns raised by students and others in the Brown community so that we can set adequate goals and measure progress. A priority in the coming year, therefore, will be to collect comprehensive quantitative and qualitative information on the climate of inclusivity on campus. This work will be part of a larger set of planning processes over the coming year to address the very real challenges of inclusion.

Table 1: Self-reported race/ethnicity at Brown, 2004-05 to 2014-15

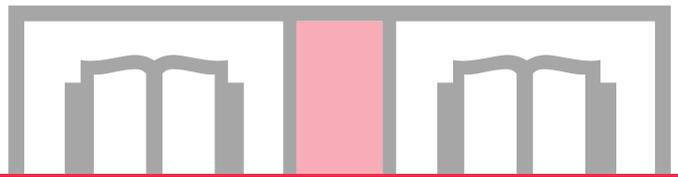
	2004-2005	2009-2010	2014-2015
UNDERGRADUATE STUDENTS			
% HUG	14.1	15.3	18.6
% Asian	13.4	15.3	12.9
% HUG among STEM concentrators	12.1	14.7	12.8
% Asian among STEM concentrators	15.9	17.9	15.3
% Women among STEM concentrators	53.2	44.2	46.0
% International	6.2	8.9	11.6
GRADUATE STUDENTS			
% HUG	5.7	8.8	8.8
% Asian	5.0	5.3	5.4
% HUG among STEM concentrators	2.3	4.6	7.6
% Asian among STEM concentrators	6.4	4.6	6.5
% Women among STEM concentrators	41.3	39.1	42.0
% International	34.5	32.4	34.7
MEDICAL STUDENTS			
% HUG	20.5	16.8	23.3
% Asian	26.8	26.0	29.6
% Women	57.1	52.9	52.2
% International	4.8	1.7	1.4
FACULTY			
% HUG	6.7	7.9	8.1
% Asian	6.7	8.9	10.8
% HUG among STEM faculty	2.5	4.0	4.7
% Asian among STEM faculty	8.1	9.8	12.9
% Women among STEM faculty	19.3	21.2	22.6
% International	4.4	4.5	2.8

NOTES:

1. For faculty, STEM includes all departments in the physical and biological sciences as well as engineering.
2. STEM student counts are of completed concentrations. A student who completes multiple concentrations will be counted once for each concentration. All other student counts are of degree-seeking students enrolled as of the fall term, with each student counted once.
3. HUG includes those who report themselves as Hispanic or Latino, American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander. For faculty, HUG also includes those who report themselves as "2 or More," provided at least one of the reported categories is in the above list. In 2004, Asian or Pacific Islander was a single reporting category. In this chart, respondents who reported themselves as Asian or Pacific Islander are categorized as Asian.
4. International corresponds to the federal reporting category of Non-Resident Alien. Non-Resident Aliens are not included in any other race/ethnicity category.



The Action Plan



I. PEOPLE

Brown seeks to identify, recruit, and retain individuals from groups that have been historically underrepresented in higher education. To do this, we will:

1. Develop and sustain a diverse faculty at Brown, with the goal of doubling the number of tenure-track faculty from historically underrepresented groups by 2022. This amounts to an increase of at least 60 faculty members over the next five to seven years. To realize this goal, we will:

- **Require departments to create diversity and inclusion action plans:** Every department will submit an approved plan (approved by the Provost and Vice President of Academic Development, Diversity, and Inclusion) for diversification and inclusion before any faculty hiring requests are authorized for AY 2016-17 and for the duration of this plan. These Departmental Diversity and Inclusion Action Plans (DDIAPs) should include information about past hiring and reflect the specific steps that departments will take to identify and consider candidates from historically underrepresented groups when replacing retiring or departing faculty.

- **Create endowed professorships:** As part of the *BrownTogether* campaign, which aims to establish more than 100 endowed professorships over the next decade, we will create endowed professorships (both junior and senior) that will support faculty who are models of excellence in researching issues of diversity, social justice, power, and privilege around the globe. This is aligned with a number of the themes of Brown's strategic plan, *Building on Distinction*, including (but not limited to) "Creating Peaceful, Just, and Prosperous Societies," "Exploring Human Experience," "Deciphering Disease and Improving Population Health," and "Cultivating Creative Expression."

- **Connect with diverse early career scholars:** Brown created the Young Scholars Conference program in 2015-16 to provide small, integrative opportunities for diverse graduate and postgraduate fellows. Two conferences will be held in this and in future years, creating knowledge about and connections to a significant group of potential candidates for faculty positions.

- **Create a pipeline from postdocs to faculty:** Brown launched the Presidential Diversity Postdoctoral Fellowship Program in 2015-16 to support the development of early career scholars who add intellectual diversity to the campus, with a specific emphasis on recruiting scholars from historically underrepresented groups. Six scholars will be recruited each year (for two-year appointments) to teach in a variety of disciplines. By hosting 12 postdoctoral fellows each year, this program diversifies the teachers and academic topics to which our undergraduates are exposed, enriches the intellectual life of the campus, and serves as a mechanism by which talented early scholars can be recruited into tenure-track faculty positions at Brown. We are currently seeking grant funding that would create a direct connection of diversity postdoctoral fellowships to tenure-track positions.

- **Engage in cluster hiring:** Our efforts to diversify the faculty will be most successful if we create communities of diverse faculty who are connected by common research interests. The integrative themes highlighted in Brown's strategic plan lend themselves naturally to cluster hiring initiatives. In 2015, Brown hired an Associate Dean of the Faculty for Special Initiatives to focus on plans for diversity cluster hiring for faculty positions in the physical sciences. Based on the success of this work, we will announce parallel cluster hires in social science and the humanities by the end of 2016. We will appoint a second, permanent Associate Dean of the Faculty for Special Initiatives to continue coordinating these efforts in the social sciences and humanities.

- **Revitalize the Target of Opportunity Program:** We will use the Target of Opportunity program to identify and hire faculty of exceptional merit and promise, including members of historically underrepresented groups. Approximately 25 percent of newly funded incremental positions and 25 percent of existing slots that become vacant during the plan period will be filled through the Target of Opportunity program. Academic unit requests for consideration for Target of Opportunity hires will include a review of past hiring practices and of planning for future faculty hiring that include diversity efforts.

- **Launch a Diversity Visiting Scholars Program:** In addition to the Presidential Diversity Postdoctoral Fellowship program, aimed at recruiting junior scholars, we will launch by the end of 2016 a new Diversity Visiting Scholars program aimed at recruiting senior scholars from historically underrepresented groups to teach and conduct research on issues of race, ethnicity, and identity. These will be one-year (renewable) appointments aimed at enhancing our teaching and research programs while also serving as a possible pipeline for future faculty recruits.

- **Invest in mentoring:** To support faculty of color at Brown, we will offer mentoring opportunities that connect junior faculty with senior faculty inside and outside their individual departments. These programs have been found to have positive benefits for professional development, retention, and community building. To recognize the service of these faculty mentors, we will encourage departments to provide relief from other service obligations and/or provide research support for their scholarship. In addition, department chairs and center directors will be asked to address the additional advising and mentoring burdens that often fall to faculty of color. The Provost's monthly meeting with department chairs and directors will highlight and diffuse best practices in these areas.

- **Create faculty networks that increase success among diverse faculty:** This year, the Office of Institutional Diversity and Inclusion (OIDI) in partnership with faculty, established the Faculty of Color Network to provide social support, mentorship, and professional development for diverse faculty. We will continue this network with aspirations to collaborate with other institutions of higher learning around the state. The faculty network will launch an incoming orientation for faculty of color to introduce them to the broad network of resources available to support their research and curriculum development efforts. This will be jointly managed by the Dean of the Faculty and the Vice President for Academic Development, Diversity, and Inclusion.

- **Institute professional development training for members of the Tenure, Promotions, and Appointments Committee (TPAC):** We will provide annual training on diversity and inclusion, as well as training to avoid conscious and unconscious bias for all TPAC members.

- **Increase the representativeness of historically underrepresented groups among the Medical School's clinical faculty:** The Warren Alpert Medical School will work collaboratively with and monitor the affirmative action efforts of the affiliated hospitals and physician practice organizations which employ many of the School's clinical faculty.

We expect that many of these initiatives will lay a foundation that will promote faculty diversity well beyond the initial timeline outlined in this plan.

2. Diversify the graduate and medical student bodies at Brown, with the goal of doubling the number of graduate students from historically underrepresented groups by 2022, and sustaining and enhancing the successful recruiting of historically underrepresented groups in medicine. To do this, we will:

- **Expand graduate fellowships:** We will create 25 new graduate fellowships over the next five years to enhance the diversity of Ph.D. students. These will be granted in addition to current departmental allotments by the Dean of Graduate School.
- **Invest in enhanced graduate education:** We will expand programs, such as the successful National Institutes of Health-funded Initiative for Maximizing Student Development (IMSD) program, which has led to increases in graduate student diversity in the Division of Biology and Medicine, the School of Public Health, and the Life Sciences, to other Ph.D. programs throughout the University. Such programs will provide additional research training, support, and mentoring for graduate students from historically underrepresented groups. The Provost has already allocated seed funding to jump-start these efforts for this year. We anticipate applying for foundation and/or federal funding to support this work.
- **Develop research opportunities for aspiring Ph.D. students:** Brown has been a hub for promoting the academic development of HUG undergraduates through the Leadership Alliance Consortium and the Brown-Tougaloo Partnership. To expand these efforts, we will develop a relationship with a Hispanic Serving Institution to launch a partnership in summer 2017. We will also explore the possibility of expanding the Tougaloo partnership. These programs will bring undergraduate students to Brown to engage in research and learning opportunities that prepare them to be competitive for admission into Brown's graduate programs.
- **Develop residential summer seminars for aspiring Ph.D. students:** We will fund departments to enable them to run summer immersion programs, which provide a two-week summer residential program with intensive coursework and mentoring to help undergraduate students from underrepresented groups aspiring to enter Ph.D. programs. This program was successfully piloted at Brown in summer 2015 and will be expanded to more departments. Interested departments may request funds to support this effort as part of their Departmental Diversity and Inclusion Action Plans (DDIAPs).
- **Increase diversity in the Warren Alpert Medical School and affiliated residency programs:** The Medical School will grow its diverse student body by building on the successful recruitment efforts of all of its current admission pathways. This includes the Program in Liberal Medical Education (PMLE) and the Early Identification Program, as well as post-baccalaureate and standard admissions. Through the Office of Diversity and Multicultural Affairs (ODMA), we will direct recruitment efforts to students of historically black colleges and universities as well as Hispanic-serving institutions. The ODMA will continue its successful collaboration with the Brown Minority Housestaff Association (BMHA) to provide mentorship and role models for students, and collaboration in recruitment efforts across affiliated residency programs. These efforts recognize that many residents transition to junior faculty positions upon graduation. In order to encourage diversity in residency training, the medical school will review social, cultural, and other barriers that may discourage members of historically underrepresented groups from participating in area residency programs. The medical school will also seek to develop new pipeline programs to identify and prepare underrepresented students for careers in medicine, including the Pathways to Medicine Program aimed at preparing academically disadvantaged students for medical school admission.

- **Hire staff who are dedicated to recruiting diverse graduate students:** The Graduate School has recently hired a new full-time assistant dean tasked with developing a strategic recruitment plan in collaboration with all graduate programs. This strategic recruitment plan will identify and target promising students for Brown's doctoral and masters programs. The Warren Alpert Medical School is also filling a similar position to oversee its diversity efforts.

3. Enhance diversity among our undergraduates with a specific focus on African American/Black, Latinx, Native American, Southeast Asian, Pacific Islander, first-generation, low-income, and undocumented students:

- **Expand partnerships with organizations that promote opportunities for high school students of color:** Partnerships with organizations that provide talented high school students with mentoring and other assistance with college preparation are increasingly important to identifying and recruiting diverse undergraduates. An example is College Horizons, a program for Native American, Alaskan Native, and Native Hawaiian students that includes a summer component, which Brown will host in summer 2016. In addition, the large summer programs at Brown have established relationships with more than 40 partnership organizations across the country and bring hundreds of students to campus each summer with their help. We will expand this effort, funding more students from current partners and seeking additional partners across the country to increase the number of students from historically underrepresented groups.

- **Expand resources for A Day on College Hill (ADOCH):** We will double the current funding to bring low-income students from diverse backgrounds to attend ADOCH, Brown's annual spring recruiting program for admitted students. We will do this through greater financial assistance for travel and more intensive recruiting by alumni and current students. We will also expand resources for low-income students to bring a parent or guardian with them for the school visit.

- **Increase aid funding, enrollment, and programming to encourage growth in diversity in Summer@Brown:** This program brings thousands of high school students to campus each summer to take college-level and college-exploration courses. We will expand existing efforts to recruit a diverse student population from across the nation and increase programmatic support for first-generation and other diverse student populations who attend Summer@Brown. Curricular and co-curricular programming will incorporate awareness and focus on diversity in order to serve both minority and majority populations in enhanced learning opportunities. These programs offer an opportunity for faculty and graduate students to pilot new courses and curricular components arising from OIDI seed funding and encouragement from the DoC curriculum committee (see more in "Curriculum" below).

4. Promote hiring practices, professional development, and mentorship programs that will increase the diversity of staff and further their careers, especially staff from historically underrepresented groups. University Human Resources (HR) will:

- **Improve communications about hiring practices and professional development:** We will establish a working group to identify ways to improve communication to the Brown community about existing hiring practices, career pathways, and professional development programs, including the sessions and courses currently offered on-site by the Center for Learning and Professional Development and the opportunities for financial assistance

provided through the Employee Education Program to take degree courses at Brown and other degree-granting institutions.

- **Improve communication with hiring managers regarding Brown's Affirmative Action Plans:** These annual plans include goals to recruit minorities, women, veterans, and individuals with disabilities. HR will sustain training and support to hiring managers regarding their role in supporting these plans.
- **Develop a pipeline of diverse temporary employees from the local community:** We will require the preferred temporary staffing agencies that Brown uses to build a workforce development program aimed at developing a more diverse pipeline of qualified local applicants for temporary and permanent positions at Brown.
- **Pilot an Administrative Fellows Program:** The goal of this program will be to attract talented professionals from historically underrepresented groups to leadership positions in higher education by offering 12-month work assignments at Brown, complemented by a professional development seminar series. This program may include Visiting Fellows (those who would come from outside Brown) and/or Resident Fellows (those currently employed at Brown).
- **Expand Brown's staff mentoring program:** We will expand the program launched for new employees in 2015 that pairs entry- to mid-level employees with higher-level employees in a mentoring relationship with a goal of fostering professional development and career growth at Brown.
- **Continue implementation of the Leadership Certification Program:** Launched in 2015, this program requires leadership certification for all newly hired and promoted managers in grades 9 through 12. These employees must complete a series of modules designed to enhance management skills in a variety of areas, including hiring and developing staff, valuing differences, and managing performance.

II. ACADEMIC EXCELLENCE

Academic excellence in the context of diversity and inclusion means three things: (1) creating a learning environment in which students from all backgrounds—defined according to race, ethnicity, nationality, income, first-generation status, gender identity, sexual orientation, disability status, veteran status, religious and political views, and other characteristics—can thrive in their chosen fields of study; (2) providing scholarly resources to support education and leading-edge research on issues of diversity, social justice, power, and privilege around the globe, both in the present and throughout history, especially for those departments that have long been committed to promoting this work; and (3) sustaining the University's long-standing commitment to the highest standards of research and teaching while leveraging scholarly resources to grow the University's national and global imprint as a standard-bearer of academic excellence. The actions outlined here will further these goals.

To strengthen the broader learning environment, we will:

- **Expand the Center for the Study of Race and Ethnicity in America (CSREA) and the Center for the Study of Slavery and Justice (CSSJ):** These centers are already vital sources of interdisciplinary scholarship on issues related to structural racism and social justice. CSREA was established in 1986 as one of the nation's earliest academic centers devoted to race and ethnicity. CSSJ was established in 2012-13 in response to a recommenda-

tion from the report of the Steering Committee on Slavery and Justice. Both engage faculty and students from a wide range of departments across campus. Both have already been identified as priorities for fundraising in Brown's comprehensive campaign, with the goal of raising \$10 million for each. Within the next year, CSREA will be relocated to a larger space at the center of campus.

- **Launch a Native American and Indigenous Peoples Initiative:** Brown has extensive scholarly resources in Native and Indigenous studies in such departments as American and Ethnic Studies, History, and Anthropology, as well as in the Haffenreffer Museum, the John Carter Brown Library, and the John Hay Library. To build on these resources and recruit new faculty and postdocs who work on Native and Indigenous issues, we will work to become the academic leader in this area. A planning committee, coordinated by the Office of the Provost, has begun planning this initiative and expects to have an initial set of proposals by the end of the spring 2016 semester. As a part of this initiative, we intend to develop a Native American student program.

- **Incorporate issues of race, ethnicity, racialization, immigration, and identity into the integrative themes:** We will ask academic leaders of the integrative themes discussed in the University's strategic plan and accompanying operational plan to ensure that their research and teaching programs include components related to these core issues in ways that are appropriate to the subject matter.

- **Assess hiring needs in alignment with teaching demands:** To meet the demand for courses and for advising on race, ethnicity, power, privilege, and identity in contemporary and historical contexts, we will support requests for faculty hiring in these areas, including incremental growth positions in departments that demonstrate growing demand. Brown already has a well-established process to solicit and evaluate faculty-hiring requests every spring. This process will guide all future requests for faculty hiring and growth of departmental faculty rosters.

- **Support other centers of scholarship:** The University will support other research centers—such as the Cogut Center for the Humanities, the Pembroke Center for Teaching and Research on Women, the Population Studies and Training Center, the Political Theory Project, and the Watson Institute for International and Public Affairs—as they develop plans to strengthen scholarship on race, ethnicity, and immigration; sustain an academic environment that values intellectual pluralism; and increase the diversity of backgrounds, experiences and views of their faculty and postdoctoral fellow cohorts. Many of these centers are already included in *Brown Together*, Brown's comprehensive campaign.

- **Create seed funds:** The Office of Institutional Diversity and Inclusion (OIDI) will institute a seed fund, available to faculty, students, and departments for programming and research on race and ethnicity.

III. CURRICULUM

The heart of the University is its curriculum. Building on some recent innovations, we will:

- **Expand programs to catalyze achievement among students of color in the sciences:** We are committed to expanding Catalyst, our pre-orientation program for underrepresented undergraduates in the STEM fields. The expanded program will also have targeted outreach to students in Computer Science through a new program titled Mosaic+. The New Scientist Program will continue to pair STEM students of color with undergraduate

mentors throughout the academic year as a way to enhance mentoring, tutoring, and community-building for underrepresented students in these fields.

- **Double the number of first-year and sophomore seminars related to issues of power, privilege, inequality, and social justice:** Brown's first-year seminars are a long-standing feature of the curriculum, and sophomore seminars were added two years ago as part of *Building on Distinction*. As the number of faculty and postdocs who conduct research and teach on these issues grows, we will expand the number of seminars offered.

- **Continue to expand the BrownConnect and UTRA programs:** The BrownConnect alumni mentoring and internship initiative and the UTRA program (Undergraduate Teaching and Research Awards) already provide financial assistance for low-income students to undertake valuable work in the summer. Our goal is to ensure that all students are able to undertake at least one of these experiences, with appropriate financial assistance.

- **Establish a committee to implement curriculum reform:** In 2002, a University committee examined how the Brown curriculum could be altered so that students would have the “means not only to understand the complex dynamics of social inequity, exclusion, and difference but also to do something with what they learn.” This discussion resulted in the Diverse Perspectives in Liberal Learning (DPLL) designation for courses, as well as various other proposals for “moving diversity-related intellectual questions to the center of the curriculum.” We will reassess whether the DPLL designation and the other initiatives in the 2002 proposal have served their intended purpose. In spring 2016, the Dean of College will form a committee consisting of faculty, graduate students, undergraduates, and administrators to consider whether to establish more robust opportunities and mechanisms for encouraging Brown students to engage intellectually with questions of diversity and inclusion. These questions will also be discussed at the University's College Curriculum Committee (CCC).

- **Provide seed funding for curriculum development:** OIDI will provide seed funding to support critical scholarship and curriculum development on race, ethnicity, gender identity, sexual orientation, disability status, inequality, and other related areas of inquiry.

IV. COMMUNITY

Members of our community must be free from the experience or threat of harassment and intimidation on the basis of race, class, ethnicity, sexual orientation, political orientation, nationality, religion, veteran status, gender identity, or disability status. However, we aspire to do more than assure merely this. We aim to create a community that works actively to counteract inequity and injustice and that promotes, among all our students, an attitude of mutual respect for the uncomfortable, uneven history we all share.

To accomplish this, we will:

- **Establish a center for first-generation students:** Student advocacy and initiatives over the past few years have culminated in work by the Dean of the College during fall 2015 to create a new center that will provide first-generation students with coordinated access to resources and serve as a home for student-led initiatives. We will hire a graduate student coordinator in spring 2016 to oversee the center under the supervision of the Office of the Dean of the College and the Office of Campus Life. The new center will be located in the renovated Sciences Library and is scheduled to open in summer 2016.

- **Support critical living and learning expenses for low-income undergraduate students:** Even with financial aid, many low-income domestic and international students require additional financial assistance for such essentials as health insurance, trips home for family emergencies, laptops, and books, and access to dining and housing for those who remain on campus during school breaks. By the beginning of the 2016-17 academic year, we will double the amount of funding available through the Office of Campus Life's Emergency Fund, extend dining opportunities during breaks, provide all students in need with access to health insurance, and, by the end of the academic year 2015-16, hire a full-time dean dedicated to working with and supporting first-generation and low-income undergraduate and graduate students.
- **Improve mental health services:** Low-income undergraduate and graduate students and students who cannot turn to their families to fund private sessions with a therapist or psychologist should not be left without options for mental health services. In addition to increased funding available through the Office of Campus Life's Emergency Fund for ongoing care in the community, Counseling and Psychological Services (CAPS) will eliminate the restriction to seven appointments by the 2017-18 academic year. To meet existing student needs, the University has already increased the number of CAPS professionals. This increase in CAPS staff, plus other changes in current practices, should eliminate wait time for appointments. In collaboration with our hospital and physician group partners, the University is also exploring additional options for providing cost-effective community mental health services for our students.
- **Diversify CAPS staff:** We will provide necessary levels of culturally conscious, licensed, and confidential counseling services through Counseling and Psychological Services.
- **Expand resources for centers that support students from diverse communities:** Three important centers on campus—the Brown Center for Students of Color, the Sarah Doyle Women's Center, and the LGBTQ Center—serve a vital role in supporting and empowering undergraduate and graduate students. It is clear that these centers require additional resources. The University commits to adding two new staff positions to support the work of these centers in 2016-17. In consultation with students and staff, the new Vice President for Campus Life and Student Services will conduct an assessment of needs and resources across all of these centers during the summer and fall of 2016. Based on this assessment, we will determine what additional resources are required and where they should be located across these different centers.
- **Expand mentoring programs:** Brown currently has a set of mentoring programs, including the ALANA Mentoring Program for students of color and the Renn Mentoring Program for LGBTQ+ students. We will expand mentoring resources for students of color, LGBTQ+ students, and first-generation college students by increasing connections among alumni, graduate students, and undergraduate students, and by using as a model current programs that match Brown students with alumni who provide life and career advice. We will also work with the Graduate School to provide mentoring programs for graduate students to support career development and academic training.
- **Develop professional development programming:** We will provide a menu of professional development opportunities for all members of our community. In keeping with Brown's culture of an open curriculum and unfettered scholarly inquiry, these lectures, workshops, discussions, and activities will not be mandated but rather offered broadly and regularly so that everyone will have an opportunity to participate. Extensive research

on mandatory versus voluntary “diversity training” has found that a voluntary approach is more effective in promoting diversity and inclusion than mandatory training. We will expect critical leaders in our community (senior administrators, deans, department chairs, center and institute directors, directors of undergraduate and graduate studies, advisors) as well as staff and faculty members to engage in professional development. All new student orientation and pre-orientation programs will also include similar workshops. It is our hope that all members of our community will participate in one or more of these professional development opportunities. We will expect departments and other units to report annually on the participation of their community members in relevant professional development activities as part of their Departmental Diversity and Inclusion Action Plans (DDIAPs). Professional development opportunities for this spring are listed in Appendix C. Where appropriate, lecture and presentations will be videotaped and made available to the public online and advertised to alumni and members of the Brown Corporation.

- **Establish a Diversity and Inclusion Collective:** The Office of Institutional Diversity and Inclusion (OIDI) will coordinate the development and implementation of professional development programs. To build in-house capacity to meet the demands for professional development, OIDI will develop the Brown University Diversity and Inclusion Professional Development Collective (D&I Collective). The D&I Collective will be an in-house group of administrators, staff, faculty, and student employees who will serve both as trainers and consultants. We will provide support in the form of postdoctoral fellowships, graduate fellowships, and undergraduate assistantships, and we will also provide “release time” for staff members with this expertise so they can participate without adding this additional work to their existing responsibilities.

- **Focus on training for the Department of Public Safety:** We will pay special attention to the ongoing training of members of the Department of Public Safety. The role of this department in protecting the safety and security of the campus is vitally important. The Department, which is nationally accredited, has made concerted and successful efforts to diversify its members at all levels, and all its officers participate in intensive, annual, and mandatory training on a wide variety of topics, including diversity and inclusion. The Department is equally committed toward continuous improvement. Toward that end the Department will work intensively this spring with OIDI leadership and others to assess and improve the diversity and sensitivity training for all officers. Additionally, the Public Safety Oversight Committee, a standing committee of students, faculty, and staff, is charged with overseeing the Department’s policies and practices. This committee is currently engaged in an assessment to review current policies and training practices—including practices that have raised concerns among some members of the community. These assessments will be completed this 2015-16 academic year. The Department will enhance its community outreach and community relations program by appointing a Community Liaison Officer to work directly with students and other community members to help resolve concerns about campus safety and the Department.

- **Promote the University’s positive impact on Providence and the surrounding region:** The University is significantly engaged in the local community through programming offered by several centers and departments at the University, as well as through the Medical School and the School of Public Health. We will broaden awareness of efforts being undertaken through such Brown centers and institutes as the Swearer Center for Public Service, the Annenberg Institute for School Reform, and the John Nicholas Brown Center for Public Humanities, and through the summer pre-college programs offered by the School of Professional Studies. A number of these programs are described in Appendix G.

- **Convene a working group to evaluate and report on Brown's contributions to Providence and Rhode Island:**

The Office of Government Relations and Community Affairs will lead this group in partnership with campus and community leaders.

V. KNOWLEDGE

As a benchmark against which to measure progress, we must pursue more robust and extensive data collection to supplement existing data. To collect these additional data, we will:

- **Improve data collection:** We will clearly define and delineate who is included as a member of a historically underrepresented group (HUG), based on an intersectional framework and in the context of various disciplinary areas and fields. The work outlined in this plan places heavy emphasis on increasing the African American/ Black, Latinx, and Native American and Indigenous populations at Brown because scholars from these groups have continued to be largely underrepresented across the academy. However, we recognize that there is also underrepresentation of other groups in various parts of the University. For example, East and South Asians are not underrepresented in STEM fields, but they are underrepresented in non-STEM fields. On the other hand, women are underrepresented in STEM fields. To address this work more systematically, we will disaggregate data to more clearly show where HUG faculty and staff positions are needed. Additionally, we will establish an independent data committee within OIDI composed of faculty, staff, and students, which will be charged with developing policies for data collection on race, ethnicity, and nationality for faculty, students, and staff.

- **Conduct a university-wide campus climate study:** To establish a baseline assessment of the current campus climate and to track progress annually so that we can assess the effectiveness of the various initiatives outlined in this plan, we must collect systematic data. This spring and summer, the Office of Institutional Research (OIR) will release a series of microsurveys to undergraduates, graduate students, medical students, faculty, staff, and parents through a number of existing mechanisms (i.e., embedded within already planned surveys, such as the Senior Survey, Enrolled Student Survey, Graduate Student Survey, Faculty COACHE Survey) and will release new microsurveys for other populations not captured by existing surveys. The goal is to repeat these microsurveys on an annual basis. The Office of Institutional Research will develop a dashboard of existing climate data to serve as a benchmark against which to compare the results of the microsurveys. Depending on what we learn, we will explore launching a larger scale survey to the Brown community in fall 2016. We will also systematize data collection from exit interviews with faculty who decide to leave Brown so we can better understand faculty retention.

VI. ACCOUNTABILITY

Responsibility for effecting change rests with all members of our community—the Brown Corporation, administrators, faculty, staff, students, and alumni. Along with responsibility comes the need for accountability. The following actions will ensure that the steps described here are carried out. We are committed to preventing mistakes of the past that have muted the success of earlier diversity and inclusion initiatives:

- **Feature the findings of the “Report of Brown University Steering Committee on Slavery and Justice” on the University website:** The sections on Brown's history will include substantive references to the institution's past

and to Brown's commitment to restorative justice. In addition, a link will be provided to the report itself in the menu navigation of the page titled "About Brown." All incoming students will be asked to read the report.

- **Improve Title VI communications:** We will provide clear language on the OIDI website on how faculty, students, and staff should report potential Title VI violations. We will also assess over the course of the 2016-17 academic year whether Title VI oversight (currently decentralized across the Office of Human Resources, the Office of Student Life, and OIDI) should be consolidated under OIDI. During spring 2016, OIDI will also develop workshops for faculty and staff on how to aid students that experience bias and exclusion.
- **Create departmental plans for diversity and inclusion:** By the end of the 2015-16 academic year, each academic, administrative, and student-facing department and center will develop multiyear plans for diversity and inclusion. As noted above, we will ask academic leaders of integrative themes to do the same. These plans will establish each department's goals on faculty and student diversity as well as the department's contributions towards the creation of an inclusive environment on campus. The Provost, the relevant Dean or Vice President, and the Diversity and Inclusion Oversight Board (described below) will review these plans annually. For academic units, these plans, developed by a committee that includes faculty and students, will inform search approvals and be included as part of external reviews. The OIDI will assist in the creation of these plans and will ensure that they are accessible to the Brown community on its website.
- **Incorporate progress on diversity in external reviews:** The regular external review processes of academic departments will include an assessment of progress that departments have made on their diversity goals.
- **Strengthen and streamline oversight of diversity and inclusion initiatives:** In spring 2016, we will form a Diversity and Inclusion Oversight Board (DIOB) co-chaired by the Vice President for Academic Development, Diversity, and Inclusion as well as by a faculty member. The DIOB will review annually the progress of departments and schools on their DDIAPs. After reviewing data on diversity and inclusion, the DIOB will make recommendations on changes in data collection to the Provost; will prepare an annual progress report on the Diversity and Inclusion Action Plan (DIAP); and will communicate this progress to the Brown community through written materials and forums. The Corporation will review the DIOB's report annually. Appendix E outlines the governance structure and oversight responsibilities of the DIOB.
- **Expand resources for the Office of Institutional Diversity and Inclusion:** The University has allocated funding for a new position in OIDI. This Director of University Inclusion Programs will assist in the development of departmental diversity action plans and other programs described in this report. The Director will also facilitate the work of creating inclusive practices in faculty hiring, curricular development, pedagogy, mentoring and support, and community engagement. This new director position is in addition to the postdoctoral fellow, the graduate student fellows, and the undergraduate interns described previously in this plan. This additional staffing will enhance the capacity of the OIDI to fulfill its mission.

Conclusion

This plan recognizes that success in creating a diverse and inclusive Brown calls on the entire campus community to contribute to creating a successful academic community that embodies the social and intellectual diversity of the world. This is central to the University's aspirations for achieving the highest level of academic excellence. The actions in this plan will help Brown fulfill its promise.

However, the actions above represent only the latest efforts in Brown's commitment to fostering an inclusive and safe environment for all members of our community. Brown already has in place a set of policies and processes to investigate and address incidents of harassment and intimidation. (These policies and processes can be found [here](#).) Hostile actions toward any members of our community, irrespective of their race, ethnicity, sexual orientation, socio-economic background, and gender identity, will not be tolerated. Brown is committed to the thorough, fair, and transparent enforcement of these policies and processes.

Appendix A

Summary of Actions and Implementation Framework

The following summary tables for *Pathways to Diversity and Inclusion* outline each action area and identify the responsible unit(s) for implementation.

PEOPLE	Responsible Unit
Double the number of faculty from historically underrepresented groups by 2022 and cultivate diversity in the staff	
<ul style="list-style-type: none"> Require departments to submit a plan for diversification and inclusion before authorization of faculty hiring 	Office of the Provost, Office of Institutional Diversity and Inclusion
<ul style="list-style-type: none"> Create endowed professorships for researchers on issues of diversity, social justice, power, and privilege 	Office of the Provost, Office of the Dean of the Faculty
<ul style="list-style-type: none"> Connect with diverse early-career scholars 	Office of Institutional Diversity and Inclusion
<ul style="list-style-type: none"> Create a pipeline from postdocs to faculty with Presidential Diversity Postdoctoral Fellowship Program 	Office of Institutional Diversity and Inclusion, Office of the Dean of the Faculty, Office of the Dean of Public Health, Office of the Dean of Biology and Medicine
<ul style="list-style-type: none"> Engage in cluster hiring 	Office of the Dean of the Faculty
<ul style="list-style-type: none"> Revitalize the Target of Opportunity Program 	Office of the Dean of the Faculty, Office of the Dean of Biology and Medicine, Office of the Dean of Public Health
<ul style="list-style-type: none"> Launch a Diversity Visiting Scholars program 	Office of Institutional Diversity and Inclusion, Office of the Dean of the Faculty
<ul style="list-style-type: none"> Invest in faculty mentoring inside and outside departments 	Office of Institutional Diversity and Inclusion
<ul style="list-style-type: none"> Create Faculty of Color Network to increase success among diverse faculty 	Office of Institutional Diversity and Inclusion
<ul style="list-style-type: none"> Institute professional development training for members of the Tenure, Promotions, and Appointments Committee (TPAC) 	Office of the Provost, Office of the Dean of the Faculty
<ul style="list-style-type: none"> Increase representation of historically underrepresented groups among the Warren Alpert Medical School’s clinical faculty 	Warren Alpert Medical School
Develop a diverse graduate and medical school student body, with the goal of doubling the number of graduate students from historically underrepresented groups by 2022.	
<ul style="list-style-type: none"> Create 25 new graduate fellowships over the next five years 	Graduate School
<ul style="list-style-type: none"> Expand programs like Initiative to Maximize Student Development (IMSD) to other departments 	Office of the Provost, Graduate School

	Responsible Unit cont.
• Create new research opportunities for aspiring Ph.D. students	Office of Institutional Diversity and Inclusion
• Expand residential summer programs for aspiring Ph.D. students	Office of Institutional Diversity and Inclusion
• Increase diversity in the Warren Alpert Medical School and affiliated residency programs	Warren Alpert Medical School
• Hire new deans for diversity initiatives in the Graduate School and Warren Alpert Medical School	Graduate School, Warren Alpert Medical School, School of Professional Studies
Enhance our efforts to develop diversity among our undergraduates with a specific focus on African American/Black, Latinx, Native American, Southeast Asian, Pacific Islander, first-generation, low-income, and undocumented students	
• Expand partnerships with community organizations that promote opportunities for high school students of color	Admissions Office
• Expand resources for A Day on College Hill (ADOCH)	Admissions Office
• Expand enrollment, financial aid, and programming for diversity in Summer@Brown	School of Professional Studies
Promote hiring practices, professional development, and mentorship programs that will increase the diversity of staff and further the careers of staff and administrators, especially from historically underrepresented groups	
• Establish a working group identify ways to improve communication around hiring practices and professional development	Human Resources
• Improve communication with hiring managers regarding Brown's Affirmative Action Plans	Human Resources
• Develop a pipeline of diverse temporary employees from the local community	Human Resources
• Expand the staff mentoring program	Human Resources
• Expand the Leadership Certification Program	Human Resources
• Pilot an Administrative Fellows Program	Office of Institutional Diversity and Inclusion, Human Resources
ACADEMIC EXCELLENCE	
• Enhance support for the Center for the Study of Race and Ethnicity in America (CSREA) and the Center for the Study of Slavery and Justice (CSSJ)	Office of the Provost, Office of the Dean of Faculty
• Relocate CSREA	Office of the Provost
• Launch a new Native American and Indigenous Peoples Initiative	Office of the Provost
• Incorporate issues of race, ethnicity, and identify into the integrative themes in the <i>Building on Distinction</i> strategic plan	Academic leaders of the integrative themes

	Responsible Unit cont.
• Assess requests for faculty hiring in departments that demonstrate growing teaching demands	Office of the Provost, Office of the Dean of the Faculty
• Support efforts of other research centers to devote attention to race, ethnicity, and immigration	Office of the Provost, Office of the Dean of the Faculty
• Create seed funds for programming on race and ethnicity	Office of institutional Diversity and Inclusion

CURRICULUM

• Expand programs to catalyze achievement among students of color in the sciences	Office of the Dean of the College
• Double the number of first-year and sophomore seminars related to issues of power, privilege, inequality, and social justice	Office of the Dean of the College
• Expand BrownConnect and Undergraduate Teaching and Research Awards (UTRAs)	Office of the Dean of the College
• Establish a committee to implement curriculum reform	Office of the Dean of the College
• Provide seed funding for critical scholarship and course development	Office of Institutional Diversity and Inclusion

COMMUNITY

• Establish a center for first-generation college students	Office of the Dean of the College, Office of the Vice President for Campus Life and Student Services
• Provide adequate levels of culturally competent, licensed, and confidential counseling services	Counseling and Psychological Services
• Eliminate the seven-session limit by the 2017-18 academic year	Counseling and Psychological Services
• Support critical living and learning expenses for low-income students	Office of the Vice President for Campus Life and Student Services, Dean of the College
• Expand support for student support centers (Brown Center for Students of Color, the LGBTQ Center and the Sarah Doyle Women's Center)	Office of the Vice President for Campus Life and Student Services
• Expand mentoring programs	Office of Alumni Relations
• Develop and run professional development workshops on race, sexual orientation, and gender identity	Office of Institutional Diversity and Inclusion, Dean of the Faculty, Human Resources, Office of the Provost
• Focus on training for the Department of Public Safety	Public Safety Oversight Board, Office of Institutional Diversity and Inclusion

	Responsible Unit cont.
• Strengthen departmental-level mentoring programs through a Diversity and Inclusion Collective	Office of Institutional Diversity and Inclusion
• Promote the University's positive impact on Providence	Office of Government Relations and Community Affairs
• Convene a working group to evaluate and report on Brown's contributions to Providence and Rhode Island	Office of Government Relations and Community Affairs
KNOWLEDGE	
• Improve data collection, defining and identifying members of historically underrepresented groups (HUGs)	Office of Institutional Research
• Conduct a university-wide campus climate study	Office of the Provost, Human Resources, Office of Institutional Research
ACCOUNTABILITY	
• Feature the findings of the Slavery and Justice Report on the University website	Office of University Communications, Office of Institutional Diversity and Inclusion
• Review Title VI Oversight and improve Title VI communications	Office of Institutional Diversity and Inclusion
• Create departmental plans for diversity and inclusion	Office of the Provost, Office of Institutional Diversity and Inclusion
• Incorporate progress on diversity in external reviews	Office of the Provost
• Strengthen and streamline oversight of diversity and inclusion initiatives	Corporation of Brown University, Office of the President, Office of Institutional Diversity and Inclusion
• Expand resources for OIDI to hire new staff member	Office of Institutional Diversity and Inclusion

Appendix B

A Timeline: *Confronting Issues of Race and Inclusion at Brown*

The very foundation of Brown University is built upon the belief held by its students, faculty, and staff that they are obligated to identify ways to make Brown stronger and better. *Pathways to Diversity and Inclusion: An Action Plan for Brown University* builds on a long legacy of work and activism by generations of Brown students, alumni, faculty, and staff. This appendix offers a timeline of some of the significant milestones in Brown's journey to become a more diverse and inclusive campus, recognizing the critical role of this campus activism. The timeline includes links to an archive of documents that provide the details and historical context of some of the events listed.

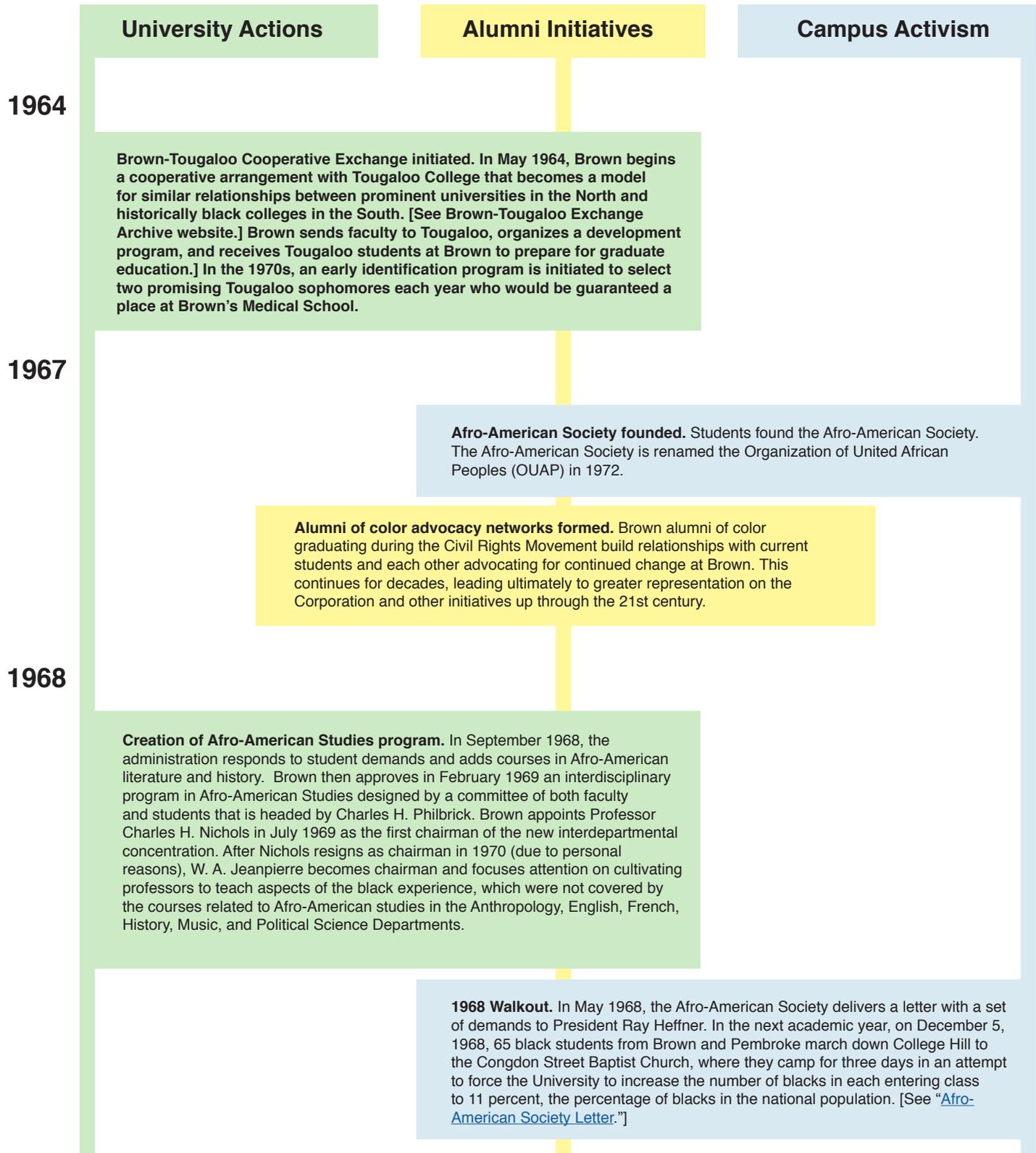
This timeline represents only a partial span of Brown's 251-year history. At the University's founding in 1764, Brown opened its doors to students without regard to religious affiliation (ahead of its time among institutions of higher education). In 1850, Brown's fourth president, Francis Wayland, sought to reach a more diverse mercantile class through flexible, elective degree programs—a model of open and rigorous liberal education that was embraced even more fully in 1969 when Brown adopted the "New Curriculum." Women were first admitted to Brown in 1891 through the Women's College that became Pembroke College, and women increasingly took classes with men on the Brown campus through the 1930's.

Yet it was not until the Civil Rights Movement of the 1950s and 1960s that Brown was compelled to look more critically at its practices, policies, and campus environment with respect to race and other areas of inclusion. Campus efforts to foster inclusion across race and ethnicity were fueled largely by student activism in the form of such large-scale events as the 1968 Walkout, the 1975 takeover of University Hall, and the 1985 occupation of the John Carter Brown Library. Women's issues also came to the fore in the decade before full coeducation became official in 1971. The examination initiated in 2003 of Brown's historical ties to the trans-Atlantic slave trade and the exploration of race and inclusion at Brown after what has become known as the "Ray Kelly Affair" of 2013 further contributed to a decades-long journey toward building a better Brown for all members of the campus community.

The development of what has become the *Pathways to Diversity and Inclusion* plan commenced shortly after the 2014 release of the report on the Ray Kelly Affair. It has been informed by later activism ignited in early fall 2015 by campus reaction to columns focused on race that were published in the *Brown Daily Herald* student newspaper, as well as subsequent activism around issues of race at Brown and at colleges and universities across the country.

It is not possible to capture all the extraordinary efforts that have contributed to the long history of efforts to confront issues of racism and discrimination at Brown. Other projects, such as the Blacks at Brown, History of Brown Women, and the LGBTQ timeline trace a more detailed history of representation of underrepresented groups at the University and were an invaluable resource in developing this timeline of activism leading to major milestones. This timeline reflects both the University's efforts and also the commitment and essential contributions of past and present generations of students, faculty, and staff to improve diversity and inclusion at Brown.

A Timeline: Confronting Issues of Race and Inclusion at Brown



University Actions

Alumni Initiatives

Campus Activism

1968
cont.

1968 Walkout Agreement. In December 8, 1968, as part of negotiations with students who staged the 1968 Walkout, the University agrees to set aside about \$1.2 million over three years for scholarships and recruitment programs in an effort to “at least reflect in each entering Brown class the black representation in the general populace.”

1969

Creation of Transitional Summer Program. In January 1969, Brown establishes the Transitional Summer Program (now known as the Third World Transition Program) to provide 30 selected entering students with an opportunity to improve their skills and ease the adjustment to college. The program provided seven weeks of academic enrichment as well as social and cultural activities. Brown also gave the Afro-American Society space in Afro House at 227 Bowen Street.

Coed living begins. On March 14, 1969, the Advisory and Executive Committee of the Brown Corporation authorized a co-educational housing pilot. Female students from Pembroke and male students begin living in coed dormitories in the fall of 1969. This also begins a gradual merging of student organizations. The rise of coeducational academic classes had begun in the 1930's, influenced by financial strains of the Great Depression.

Student boycott of classes. In November 1969, students led by the Coalition for Equal Opportunity send a proposal to Brown to demand a more progressive equal opportunity policy. Students led by the Afro-American Society boycott classes in December after deeming the university's affirmative action program to be insufficient.

1970

Asian American Students Association established. Asian American students in the fall of 1969 form a Group Independent Study Project (GISP) under Professor of Sociology James Sakoda, and in spring 1970 students create the Asian American Students Association (AASA).

LGBTQ+ students gain organization status. The Gay Liberation group becomes an official campus organization on December 17, 1970. The group evolves and takes various forms over time in response to a changing political landscape. Notably, women of the Brown Gay Liberation group separate and form their own group, Gay Women at Brown, for a time in the mid-1970's. In 2003, the group, which has expanded to become more inclusive of bisexual and transgender people, changes its name to the Queer Alliance, which is the current student group name.

University Actions

Alumni Initiatives

Campus Activism

1971

Brown becomes fully coeducational. On July 1, 1971, the offices of Pembroke College and the College at Brown merge admission, financial aid, placement, housing, and counseling offices in the final act of making Brown a coeducational university. This followed a motion adopted on November 12, 1970, by the Advisory and Executive Council of the Brown Corporation announcing that it would be in the best interests of the University to take appropriate steps to consolidate the administrative functions at Pembroke College with corresponding functions at the College.

Churchill House becomes home of Afro-American Studies. Brown turns Churchill House into an academic and cultural center for the Afro-American Studies Program, the undergraduate Afro-American Society (later known as the Organization of United African People), the Graduate Minority Association, and the Rites and Reason Theatre.

1972

Sankore Society created. Black faculty and administrators form an organization called Sankore, after the first African University, that plays an important role in advocacy related to minority faculty hiring.

Afro-American Society protests. The Afro-American Society protested in 1972 to get the University to recommit to the response to the 1968 Walkout demands.

1973

Creation of Minority Peer Counseling Program. African American students create the Minority Peer Counseling (MPC) Program. Brown later expands (MPC) to include students of African, Latino, Asian, Native American, and multiracial descent. The program becomes a formal part of the Third World Center (now known as the Brown Center for Students of Color). Arab Americans are included in the program in 1995.

1974

Sarah Doyle Women's Center (SDWC) established. The Sarah Doyle Women's Center opens its doors on Meeting Street and later relocates to Benevolent Street. The SDWC seeks to provide a comfortable yet challenging place for students, faculty, and staff to examine the multitude of issues around gender.

Latin American Students Organizations founded. In 1974, students found the Latin American Students Organization (LASO) and a campus chapter of Movimiento Estudiantil Chicano de Aztlan (MEChA). La Federacion de Estudiantes Puertorriquenos (FEP) is established in 1980.

University Actions

Alumni Initiatives

Campus Activism

1975

1975 Takeover of University Hall. About 2,000 students rallied during the March meeting of the Advisory and Executive Committee of the Corporation to protest budget cutbacks proposed in a "White Paper" by President Donald Hornig. The Organization of United African People issue a set of demands on March 14, 1975. A Third World Coalition led by the OUAP occupies University Hall on April 24, 1975, to protest the University's proposed budget cuts, specifically the expected effect of cuts in financial aid on the admission of minority students, and demand that Brown honor the demands of the 1968 Walkout. The 38½ hours of occupation result in the University's issuing "A Statement of Policy, April 25, 1975" in response to student concerns. [See "[A Statement of Policy, April 25, 1975.](#)"]

Louise Lamphere sex discrimination lawsuit. On May 10, 1975, Assistant Professor of Anthropology Louise Lamphere, the only woman in her department when she was hired in 1968, brought suit in U.S. District Court claiming sex discrimination for her denial of tenure in 1974. Lamphere argued that the small number of women on the Brown faculty was evidence of a larger pattern of discrimination. The University settled the case before trial, entering in September 1977 into an historic consent decree designed "to achieve on behalf of women full representativeness with respect to faculty employment at Brown." [See "[Lamphere Consent Decree.](#)"]

Corporation Committee on the Status of Women at Brown established. In fall 1975, the Corporation establishes a Committee on the Status of Women at Brown. The Committee serves to assess the consequences of coeducation at Brown five years after the merger of Pembroke College with the College and make to recommendations for further improvement in the educational opportunities available to women.

1976

Third World Center (TWC) established. The Third World Center (now Brown Center for Students of Color) opens in the basement of Churchill House. The TWC was established in response to the demands of the 1975 Takeover of University Hall. The TWC later moves to Partridge Hall as part of the demands of the 1985 Occupation of the John Carter Brown Library.

Commitment to increasing student diversity reaffirmed. After the 1975 Takeover of University Hall in March, the University reaffirmed its goal of increasing the number of African American students and faculty members. In June 1976, President Donald Hornig releases an "Addendum and Clarification to 'A Statement of Policy, April 25, 1975' relating to Minority Affairs" that reaffirms the commitment to significantly increase the diversity of the student body. [See "[Addendum and Clarification to A Statement of Policy, April 25, 1975 relating to Minority Affairs.](#)"]

Corporation Committee on Minority Affairs established. In 1976, the Corporation establishes a Committee on Minority Affairs to be directed by the President. For several decades, the Committee serves to assess the adequacy of Brown's response to the concerns of those students who are members of minority groups and to make recommendations to the Corporation it deems appropriate.

University Actions

Alumni Initiatives

Campus Activism

1978

Affirmative Action Monitoring Committee created. As part of the consent decree for the Louise Lamphere sex discrimination lawsuit, Brown sets up an Affirmative Action Monitoring Committee charged with: overseeing the processes departments use to hire, tenure and promote faculty to be sure they are fair; evaluating searches to make sure they are inclusive; and monitoring progress toward full representation of women on the faculty. The Affirmative AMC was in existence from 1978 to 1992, when, by mutual consent, the consent decree was vacated.

University aligns with Bakke affirmative action court decision. The U.S. Supreme Court rules on June 28, 1978, in *Regents of the University of California v. Bakke* that using racial quotas in college admission decisions violates the Equal Protection Clause in the Fourteenth Amendment of the U.S. Constitution. Brown assesses its practices to ensure compliance with the landmark decision that eliminated racial quotas. The decision continued to allow race to be considered as one of many admission factors for the purpose of achieving a diverse student body.

1979

Report on Hispanic Students at Brown. Brown engages Ernestina Koetting, a Hispanic Student Advocate for the Central Falls School District, to produce a report on the status on Hispanic students at Brown. [See "[Hispanos at Brown](#)."] Dean of the College Walter Massey distributes the report widely within the administration in April.

1980

Brown Alumni Association Minority Affairs Committee created. A group of alumni of color spur Brown to launch the Brown Alumni Association Minority Affairs Committee in order to support a number of on-campus and off-campus initiatives for minority students.

Gay and lesbian alumni group formed. The first known Gay and Lesbian Alumni (GALA) event is held as part of the official Commencement/Reunion weekend program. GALA becomes an official alumni group in the early 1980s. Over time the name changes to Transgender, Bisexual, Gay, and Lesbian Alumni (TBGALA) in order to become inclusive of bisexual and transgender alumni.

University Actions

Alumni Initiatives

Campus Activism

1981

Committee on Admissions and Financial Aid established. President Howard Swearer creates a committee to review the 1975 agreements. Led by Edward N. Beiser, a professor of political science, the committee releases a report in the spring of 1981 that reviews the existing agreements, assesses whether objectives have been met, and sets measures for future progress. [See "[The Committee to Review the 1975 Agreements](#)."] In response to the report, the Corporation establishes a Committee on Admissions and Financial Aid to ensure continued support for diversity in both areas.

Pembroke Center established. In the spring of 1981, Brown establishes the Pembroke Center for Teaching and Research on Women. The Pembroke Center is affiliated with the Sarah Doyle Women's Center, home to the Gender Studies Program, and publishes the academic journal *differences: A Journal of Feminist Cultural Studies*. The Pembroke Center Associates, a group of alumnae, parents, and friends, officially convene in March 1982 and establish the Pembroke Associates Council as a governing body in 1983.

1983

Investment in Diversity Fund created. With leadership from alumni Augustus A. White III '57, Harold Bailey, Jr. '70, and Bernicestine McLeod Bailey '68, Brown launches the Investment in Diversity Fund, the first University-wide fund in the Ivy League focused on financial aid for minority students.

Asian American Students Association releases report. On October 11, 1983, the AASA releases a report called "Asian American Admission at Brown University," alleging an anti-Asian bias in the Brown admissions process. [See "[Asian American Admission at Brown University](#)."]

1985

1985 Occupation of the John Carter Brown Library. On March 15, 1985, the Organization of United African People hold a press conference to demand that Brown honor the demands from 1975 and address instances of racism on campus. [See "[1975 OUAP demands](#)."] Latino Students subsequently publish a set of demands to the administration. [See "[Latino Students' Demands To The Brown University Administration](#)."] The next month consists of extensive meetings between the affiliated parties. [See "[Black and Third World Student Demands](#)."] Students boycott classes on April 12, 1985. On April 16, 1985, the Third World Coalition occupies the steps of the John Carter Brown Library. The demonstration ends after Dean Eric Widmer meets with the students and indicates that the University will convene a committee on racism on campus, a task force to examine a relocation of the Third World Center, and the establishment of the first blue-ribbon committee.

University Actions

Alumni Initiatives

Campus Activism

1985
cont.

Alumni mediate 1985 conflict. In March and April 1985, alumni from the Brown Alumni Association's Third World Alumni Committee serve as negotiators to bridge the communications gap between the administration and students. These efforts help drive the creation of the first Blue Ribbon Committee as a vehicle for ensuring policy commitment at the Corporation level for actions and initiatives promised by the administration as a result of student actions.

Diversity implementation schedule established. On April 13, 1985, Brown responds in specific detail to demands from the Organization of United African People, Latino Students, Third World Students, and others to clarify its position on a number of race issues and outlines a schedule for implementation of requested actions.

1986

Visiting Committee on diversity reports issued. Beginning in 1986, a number of Visiting Committees examine Brown's efforts to educate students from historically underrepresented groups and to create a more pluralistic community. Augustus A. White III '57, who served as the chairman of the Corporation Committee on Minority Affairs, leads all of these visiting committee efforts. The Visiting Committee Reports of 1986, 1992, 2000, and 2001 put forward recommendations leading to the establishment and ongoing support of such programs as the Ethnic Studies concentration and the Center for the Study of Race and Ethnicity in America. They also lead to the implementation of such practices as designated diversity representatives in faculty search committees, diversity perspectives in liberal learning course tags, and dean positions in the College and Graduate School to support diverse students, among other changes. [See "[The American University and the Pluralist Ideal](#)" (1986), "[Recommendations and Responses to 1986 Visiting Committee](#)" (1986), "[Update on the 1986 Pluralist Ideal Report](#)" (1992), "[Diversity, Pluralism and Community at Brown](#)" (2000), and "[Summary of Accomplishments, Ongoing Activities and Plans for the Future](#)" (2001).]

1987

Proposal to Increase the Presence of Minority Faculty at Brown University. On September 21, 1987, the Committee on Minority Faculty Hiring puts forward the "Proposal to Increase the Presence of Minority Faculty at Brown University." President Howard Swearer allocates \$50,000 for minority initiatives under Levi Adams, the newly promoted Associate Vice President for Biology and Medicine and Associate Provost for Special Projects. President Swearer supports a more extensive list of initiatives recommended by the committee to support minority post-doctorates and visiting minority faculty, but has concerns around the financial feasibility of the committee's recommendations. A revised plan in 1988 receives a similar response.

University Actions

Alumni Initiatives

Campus Activism

1988

Center for the Study of Race and Ethnicity in America established. In spring 1988, Brown establishes the Center for the Study of Race and Ethnicity in America as one of the nation's earliest academic centers dedicated to research, scholarship, and academic exchanges on issues of race and ethnicity. In 1996, it becomes the home of the newly established concentration in Ethnic Studies. The ethnic studies program merges with the Department of American Studies in fall 2013 in order to provide more resources and support.

Two-Year Progress Report on diversity released. After the release of the 1986 visiting committee report, President Swearer appoints Associate Vice President for Biology and Medicine and Associate Provost for Special Projects Levi Adams to lead a committee charged with overseeing the implementation of the recommendations in May 1988. [See "[Implementation of the Recommendations of the Visiting Committee on Minority Life and Education at Brown University: A Two-Year Progress Report.](#)"]

1989

Gender and sexuality taught in the curriculum. In April 1989, the Brown Faculty Committee on the Status of Sexual Minorities publishes a list of courses for the upcoming academic year that explore issues of gender and sexuality in response to inquiries from students seeking guidance in this area.

Natives at Brown established. The Native American Advocacy Group (NAAG) is established as Native Americans at Brown (NAB), a University organization composed of Native and non-Native students who share concern for Native issues, both generally and within the context of the Brown community. NAB's activities include sponsoring cultural weeks, organizing events, and advocating for increased inclusion of American Indian perspectives in the curriculum.

1990

Brown adds sexual orientation to nondiscrimination policy. The Corporation votes to include sexual orientation in the official non-discrimination policy on February 10, 1990.

University Actions

Alumni Initiatives

Campus Activism

1991

Brown celebrates 100 years of women. On September 3, 1991, Jill Ker Conway, the president of Smith College, delivers the opening convocation address in celebration of Brown's 100 years of women on campus. In October 1991, Brown holds a four-day symposium to discuss women's issues, with President of Ireland Mary Robinson delivering the keynote address.

The Next Thing organized for queer and questioning students. In the fall of 1991, The Next Thing (TNT), a group for queer and questioning students of color, is founded. It is organized through the Third World Center.

Third World Coalition Report released. In the 1990-91 academic year, a coalition of Third World students creates a committee on reform that produces the "[Redefining the Concept of Community: A Framework for Pluralism in the 1990s and Beyond](#)" report on the Equality of Life for Students of Color at Brown.

1992

Lack of diversity in graduate studies addressed. In 1990, President Vartan Gregorian challenged the Ivy League to create a bold new strategy to address the dearth of underrepresented minorities in the leadership of U.S. higher education. Two years later, in 1992, Brown helps establish The Leadership Alliance as a consortium of 23 institutions to address the shortage of underrepresented minorities in graduate programs in the sciences at competitive universities.

1992 Takeover of University Hall. Members of Students for Admissions and Minority Aid (SAMA) take over University Hall on April 22, 1992, to advocate for need-blind admission. The protest against Brown's need-aware admission policy results in the arrest of more than 250 students. The two parties reach an agreement over the charges over the following summer.

Title IX athletic gender bias lawsuit. In *Cohen v Brown University*, members of the women's gymnastics and volleyball teams file suit against Brown alleging gender discrimination in violation of Title IX, the federal law that prohibits discrimination based on gender at any educational institutions that receive federal funds. The eventual trial focuses on proportionality (the number of opportunities for women in proportion to their rate of enrollment). Budget cuts had prompted the athletic department to remove University funding for the two women's teams (and also two men's teams), prompting the lawsuit. The U.S. First Circuit Court of Appeals rules in favor of the plaintiffs, though it grants the University discretion to meet the proportionality standard in a manner of the University's choosing (for instance, focusing on numbers of female and male athletes, rather than numbers of men and women's teams). [See "[First Circuit Court of Appeals Cohen v. Brown Majority Opinion](#)" issued November 21, 1996.]

University Actions

Alumni Initiatives

Campus Activism

1997

Supporting affirmative action in admissions. Beginning in 1997 and extending over the next 18 years, Brown advocates nationally for diversity in admissions in support of its own diversity and inclusion goals through three amicus briefs for federal court cases on affirmative action. In 1997, Brown joins the Harvard-led amicus brief to the U.S. Supreme Court in support of affirmative action at the University of Michigan. [See [Grutter/Gratz v. Bollinger amicus brief.](#)] Brown, with 13 peer institutions, files an amicus brief to the U.S. Supreme Court in 2012 in support of the University of Texas at Austin's practice of using race in admissions considerations. [See [Fisher v. U Texas I amicus brief.](#)] Brown files again in 2015 when the case returns to the U.S. Court of Appeals for the Fifth Circuit. [See [Fisher v. U Texas II amicus brief.](#)]

2000

Africana Studies Department created. The Afro-American Studies Program becomes a department in 2000 and is renamed Africana Studies in 2001.

Affinity groups for alumni of color established. The University and the Brown Alumni Association authorize the formation of alumni of color affinity groups. The Inman Page Council for Black alumni is created, informed by the work of several undergraduates in an independent study on Black alumni organizations in the Ivy League overseen by Associate Professor of Africana Studies and Theatre Arts and Performance Studies Elmo Terry-Morgan in the late 1990s. The Brown University Latino Alumni Council (BULAC) and Asian/Asian American Alumni Alliance (A4) are founded to forge connections within their respective communities as well as with the greater Brown University community. In addition, the BAA establishes a Multicultural Alumni Committee (MAC), which provides oversight of BAA diversity initiatives and works in close partnership with the affinity groups.

2001

David Horowitz incident. David Horowitz, a conservative politician, pays for an ad in the *Brown Daily Herald* titled, "Ten Reasons Why Reparations for Slavery is a Bad Idea and Racist Too." Students of color unite in an effort to seek apologies from the BDH and to try to have the money paid for the ad returned to Brown's Third World community. Students and alumni call for the University to censure the BDH for accepting the ads. President Ruth Simmons later invites Horowitz to campus to deliver a lecture and attends.

Campus Climate Assessment conducted. From February 1 to February 25, 2001, Mcguire Associates Inc. of Boston gathers information and opinions from 45 percent of undergraduates, 31 percent of graduate students, and 39 percent of medical students as part of a far-ranging Campus Climate Assessment of student perceptions of academic and campus life. Among the findings is that white students' satisfaction with their Brown experience is significantly higher than that of Asian, Black/African American, Latino, and multiracial students.

University Actions

Alumni Initiatives

Campus Activism

2001
cont.

Vision statement for diversity at Brown released. Interim President Sheila Blumstein releases “Reflections on a Shared Vision for Diversity and Community” in May 2001. It incorporates feedback from a yearlong set of conversations with students, faculty, administrators, and members of the Campus Minority Affairs Committee. The document commits to addressing diversity in representation and culture, academics, and campus life. [See “[Reflections on a Shared Vision for Diversity and Community.](#)”]

Brown’s first African American president appointed. On July 1, 2001, Ruth J. Simmons, the 18th President of Brown University, becomes the first black president of an Ivy League institution. She serves from 2001 to 2012.

2002

Gender identity and expression added to nondiscrimination policy. On May 25, 2002, the Corporation adds gender identity and expression to the University’s official non-discrimination policy, as required by state law.

2003

Steering Committee on Slavery and Justice appointed. President Ruth Simmons charges a committee on April 20, 2003, to undertake a study of Brown’s relationship to the trans-Atlantic slave trade.

University confirms alignment with *Grutter* and *Gratz* U.S. Supreme Court affirmative action decisions. On June 23, 2003, the U.S. Supreme Court rules in two landmark cases — *Grutter v. Bollinger* and *Gratz v. Bollinger* challenging the constitutionality of using race in admissions at the University of Michigan Law School and the University of Michigan, respectively — that, although the use of point systems and “mechanized” systems for including race in admission decisions is unconstitutional (*Grutter*), colleges and universities are allowed to use race as a component in admissions (*Gratz*). Brown ensures that its practices are aligned with the rulings, which also overruled a 1996 *Hopwood v. Texas* ruling that had found affirmative action policies in Texas and other states unconstitutional.

Associate provost for diversity appointed. On July 1, 2003, Brenda Allen — then associate professor of psychology and director of institutional diversity at Smith College — becomes Brown’s first associate provost and director of institutional diversity. The role is a Cabinet-level position responsible for overseeing the University’s policies related to diversity. President Ruth Simmons also constitutes a President’s Diversity Advisory Council to consider long-term policy and planning issues, strategic directions, and efficacy of implementation concerning issues of diversity and programs and practices that promote diversity, inclusion, and fair treatment of all members of the community.

University Actions

Alumni Initiatives

Campus Activism

2004

LGBTQ Center established. Brown establishes the LGBTQ Resource Center in March 2004 (renamed the LGBTQ Center in September 2011) with a part-time graduate student coordinator and hires a full-time professional coordinator in November 2004.

Latino students present diversity goals to administration. On March 11, 2004, Latino organizations FEP (La Federacion de Estudiantes Puertorriquenos), the Latin American Students Organization (LASO), and El Movimiento Estudiantil Chicano de Aztlan (MEChA) collaborate to present the “Latino Initiatives for Progress” on March 11, 2004, to the administration. Goals include hiring a Latino dean and establishing a Latino Center.

2006

Diversity Action Plan released. In the fall, the 2006 Diversity Action Plan, developed under President Ruth Simmons, sets institution-wide diversity goals with oversight from a newly established Office of Institutional Diversity, now the Office of Institutional Diversity and Inclusion, or OIDI. [See “[A Diversity Action Plan for Brown University](#)”.] The subsequent November 2007 Status Report to the Plan for Academic Enrichment highlights progress and challenges in areas of diversity in admissions and financial aid for undergraduates. [See “[Plan for Academic Enrichment Status Report](#)”.]

Coalition for Police Accountability and Institutional Transparency (CoPAIT) protest. On September 30, 2006, the student group CoPAIT organizes a demonstration on the steps of Faunce House in response to racial profiling and police brutality. Organizers share testimonies of their personal experiences both on-campus and in the Providence community.

Report of the Brown University Steering Committee on Slavery and Justice released. After three years of study, the *Report of the Brown University Steering Committee on Slavery and Justice* submitted to President Ruth Simmons in October 2006 establishes that Brown benefitted from money generated by the slave trade, from slave labor donated to help build the institution, and by industries dependent on slavery. [See “[Report of the Brown University Steering Committee on Slavery and Justice](#)”.] Among the report’s recommendations are creating a center for the study of slavery and justice, revising Brown’s documented history to acknowledge the role of slavery, creating a memorial to the slave trade in Rhode Island, and recruiting more students of color. Brown officially responds to the report in February 2007 and outlines a plan of endorsed actions. [See “[Response of Brown University: The Report of the Steering Committee on Slavery and Justice](#)”.]

University Actions

Alumni Initiatives

Campus Activism

2007

Fund for the Education of the Children of Providence created. In keeping with recommendations from the *Report of the Brown University Steering Committee on Slavery and Justice*, Brown commits to raising a permanent endowment in the amount of \$10 million to establish a Fund for the Education of the Children of Providence on February 24, 2007. The fund provides college scholarships for Providence public high school graduates. As of Fall 2015, \$2 million of the fund had been raised, and the remainder is a priority in the *BrownTogether* comprehensive campaign launched in October 2015.

2008

Alumni of color fundraising initiative launched. In January 2008, during the *Boldly Brown* comprehensive campaign, Brown launches a fundraising plan for the “Boldly Brown Alumni of Color Initiative” to secure the promise of Brown for current and future students of color. The campaign is supported by the volunteer efforts of the Alumni of Color Campaign Committee, the Inman Page Black Alumni Council, and the affinity groups for Latino and Asian/Asian American alumni.

Native American protest against Columbus Day. Faculty, staff, and student committees advocate changing the name of the second weekend in October that recognizes the federal Columbus Day holiday. Native American students point to the colonization of the Americas marked by Columbus’s landing in the Bahamas. The colonization resulted in the decimation of entire indigenous populations.

2009

Columbus Day renamed Fall Weekend in support of indigenous peoples. On April 7, 2009, Brown’s faculty vote to rename the annual holiday on the second Monday in October “Fall Weekend.” A statement from the Faculty Executive Committee recognizes the discussions held since Fall 2008 to eliminate the observance of the federal Columbus Day holiday because of Columbus’s legacy of genocide and the colonization that decimated Native American peoples.

2012

The Center for the Study of Slavery and Justice dedicated. As a direct response to a recommendation in the *Report of the Brown University Steering Committee on Slavery and Justice*, Brown establishes the Center for the Study of Slavery and Justice (CSSJ). The CSSJ is dedicated October 24, 2014. Its goal is to provide a cohesive research and teaching signature that crosses the humanities, the arts, and the social sciences and that seeks to establish new collaborations with special collections and institutes.

University Actions

Alumni Initiatives

Campus Activism

2013

“Building on Distinction” strategic plan approved with diversity goals.

Under the leadership of President Christina Paxson, the University releases *Building on Distinction: A New Plan for Brown*, a strategic plan to build on Brown’s excellence over the next decade. The plan outlines commitments to diversity, including building a comprehensive plan to diversify the faculty; identifying student applicants from backgrounds that are underrepresented at Brown, including first-generation students; and greater financial aid support, including for international students. Approved by the Corporation in October 2013, the plan launches in 2014 during the celebration of Brown’s 250th anniversary. [See “[Building on Distinction: A New Plan for Brown](#)”.]

Student protest of Ray Kelly event. On October 29, 2013, students and community members prevent a lecture by then–New York City Police Commissioner Raymond Kelly. Students demonstrate against Brown’s allowing Kelly to speak, expressing anger over his controversial “stop and frisk” policy, which is criticized as racial profiling, and declare that Kelly makes students feel threatened and intimidated. The students had submitted a petition October 24, 2013, to the Taubman Center for Public Policy and American Institutions with a demand that the lecture be cancelled, among other demands. [See [statement in the Brown Daily Herald from Organizers and Supporters of the Demonstration Against Ray Kelly](#)]

Committee on the Events of October 29, 2013, convened. In November 2013, President Christina Paxson charges a committee to (1) examine the events surrounding the disruption of a lecture to be given by then–New York City Police Commissioner Raymond Kelly on “active policing” (a controversial stop-and-frisk policy criticized as racial profiling), and (2) recommend steps to establish Brown as a leader in supporting an inclusive environment and free exchange of ideas.

2014

Reports from the Committee on the Events of October 29 released. In February and May of 2014, the Committee on the Events of October 29, 2013, releases its first and second reports on the disruption of a scheduled lecture by former New York City Police Commissioner Raymond Kelly in October of 2013. Among the findings are that, while the “Ray Kelly Affair” was framed by some in terms of freedom of expression, it was seen by others as an instance of insensitivity to the everyday matters affecting lives of communities of color. The committee found that Brown needed an action plan to address issues of privilege, equity, and inclusion. [See “[Report of the Committee on the Events of October 29, 2013](#)” and the “[Second Report of the Committee on the Events of October 29, 2013](#).”]

University Actions

Alumni Initiatives

Campus Activism

2014
cont.

Third World Center renamed. On September 10, 2014, the Third World Center is renamed the Brown Center for Students of Color (BCSC) in response to community feedback. The name change is part of the center's five-year strategic plan.

Slavery Memorial dedicated. Brown works with the City of Providence and the state of Rhode Island to form a commission to develop ideas for recognizing the history of slavery and the slave trade in Rhode Island in the public historical record. [See "[Report of Commission of Memorials.](#)"] Sculptor and National Medal of Arts recipient Martin Puryear creates a Slavery Memorial on campus, dedicated September 21, 2014.

President Paxson responds to reports from the Committee on the Events of October 29. On September 24, 2014, President Christina Paxson provides an official response to the reports from the Committee on the Events of October 29. In her response, President Paxson reviews policies around freedom of expression and protest at Brown as well as the committee's recommendations of how Brown can maintain an inclusive and supportive environment for all members while upholding its commitment to the free exchange of ideas. [See "[Response to the Reports on the Events of October 29, 2013.](#)"]

Vice President for Academic Development, Diversity, and Inclusion position created, and diversity plan development commences. In November 2014, President Christina Paxson elevates the role of Associate Provost for Academic Development, Diversity and Inclusion to the Cabinet-level position of Vice President for Academic Development, Diversity and Inclusion reporting directly to the President. The Office of Institutional Diversity and Inclusion — previously led by the associate provost and now by the vice president — begins an expansion with three new hires, and work commences on the development of a new diversity action plan for Brown.

Brown recommits to Tougaloo partnership. President Christina Paxson and Tougaloo College President Beverly Hogan celebrate the 50th anniversary of the 1964 Brown-Tougaloo partnership in November 2014 with a recommitment to the original "cooperative agreement" and to the continued expansion of the partnership under the aegis of Brown's Advisory Council on Relations with Tougaloo College.

University Actions

Alumni Initiatives

Campus Activism

2015

“Operational Plan” for Building on Distinction details diversity goals. On September 13, 2015, the University releases the *Operational Plan for Building Brown’s Excellence—Realizing the Goals of Building on Distinction: A New Plan for Brown*. The plan outlines the action steps for the implementation of goals outlined in the *Building on Distinction* strategic plan, including plans for increasing diversity at Brown. Among the initiatives, the University commits to doubling the proportion of faculty from underrepresented groups; cluster hiring underrepresented scholars in the sciences; creating employment pipelines for diverse scholars through fellowship programs for Ph.D. students and graduates; creating a “Diversity at Brown Annual Report” to track progress on the objectives of a diversity action plan; strengthening financial aid; and developing programs that support international students, first-generation students, student veterans, and members of the Brown community with physical, psychological, and learning disabilities. [See [“Operational Plan for Building Brown’s Excellence”](#).]

Native Americans at Brown call for Indigenous People’s Day. On October 27, 2015, members of Native Americans at Brown (NAB), present a resolution to the Brown University Community Council (BUCC) calling for the name change of the Fall Weekend holiday to Indigenous People’s Day. The BUCC passes the resolution urging the Faculty Executive Committee to put the item on its agenda for consideration. The resolution states that the holiday’s 2009 name change from Columbus Weekend to Fall Weekend was a bare minimum act by the University. It also states that changing the name to Indigenous People’s Day is a first step toward institutionalizing increased support at Brown for Native students today and in the future. [See [“Brown University Community Council Resolution.”](#)]

Fall 2015 Solidarity Protests and Student Demands. Sparked initially by two opinion columns on issues of race that were published in the *Brown Daily Herald* student newspaper in October 2015, students lead numerous protests, demonstrations, teach-ins, rallies, and forums on systemic racism until early December. The protests are further fueled by solidarity with demonstrations around issues of race taking place on campuses across the country beginning in November, as well as continued anger over issues of race raised by the 2013 Ray Kelly Affair and an incident in which a Dartmouth student attending a Latinx conference at Brown in mid-November 2015 was physically restrained by a member of Brown’s Department of Public Safety before being released. Several student groups submit resolutions and demands for addressing discrimination on campus to the University over the course of six weeks, including responses critical of the draft *Pathways to Diversity and Inclusion* action plan that had been development over the course of more than a year before it was released in November. [See communications: [“Exchange Columbus: The case for Indigenous People’s Day,”](#) [“A Statement From a Collective of Delegates Attending the 2015 Latinx Ivy League Conference at Brown University,”](#) [“UCS Support for Graduate Solidarity Statement and Demands and Statement from the Delegates of the 2015 Ivy League Conference at Brown University,”](#) [“Graduate Solidarity Statement and Demands,”](#) [“A Statement from a Collective of Multiracial and Biracial Students,”](#) [“A Statement from a Collective of Latinx and Latin-American Students,”](#) [“A Statement from a Collective of AAPI Students,”](#) [“Joint Statement to the Brown Daily Herald,”](#) and [“Why Brown University’s \\$100 Million Plan to Improve Race Relations Falls Short.”](#) A coalition of students who held a demonstration December 4, 2015, called the “Day of Reclamation” did a non-published readout of demands.]

University Actions

Alumni Initiatives

Campus Activism

2015
cont.

Series of new diversity and inclusion initiatives launched. Beginning in September 2015, during the development of a diversity action plan for Brown, the University moves forward with several initiatives that receive wide support in campus meetings and forums on diversity and inclusion. Brown begins recruiting junior scholars from underrepresented groups through the Presidential Diversity Postdoctoral Fellows Program. The Office of the Provost and the Center for the Study of Race and Ethnicity partner to present a research and public engagement project titled “How Structural Racism Works,” with the first lecture held on December 2, 2015. In addition, to help foster greater awareness and sensitivity on issues of race, ethnicity, sexual identity, and gender among faculty, a series of training workshops plan a pilot program to launch in February, sponsored by the offices of the Provost, Dean of Faculty, Dean of College, Campus Life and Student Services, the Sheridan Center, and Institutional Diversity and Inclusion.

Inclusive process for Diversity and Inclusion Action Plan launched. After more than a year of development, President Christina Paxson shares with the campus on November 19, 2015, a working draft of *Pathways to Diversity and Inclusion: An Action Plan for Brown University*. The University opens a comment period, inviting input from students, faculty, and staff online, as well as in meetings and forums, to build campus ownership in a University-wide plan. Work on the plan began after the May 2014 release of the report on the Ray Kelly Affair, and the development of the draft followed meetings, forums, and working sessions with groups of student leaders, faculty, deans, and other stakeholders across campus [See “[Draft Pathways to Diversity and Inclusion](#)”.]

2016

Pathways to Diversity and Inclusion plan released. The University releases the final *Pathways to Diversity and Inclusion: An Action Plan for Brown University* at the beginning of February. The plan is influenced by contributions of students, faculty, staff, alumni and community members who responded to the plan during an open comment period in the Fall 2015 semester. It builds on the accomplishments of generations of students, faculty, alumni and Brown administrators. Many of its elements are contained in Brown’s strategic plan, *Building on Distinction*, which was approved by the Brown Corporation in October 2013. [See “[Pathways to Diversity and Inclusion: An Action Plan for Brown University](#)”.]

Appendix C

Professional Development Opportunities for Spring 2016

	Date
<p>1. Unpacking Diversity and Inclusion in the Academy</p> <p>Description: Professional Development Opportunity for staff and faculty. Small group discussions and workshops will be adapted for the needs of different groups across the Brown community. This introductory workshop will provide an overview of the language related to diversity and inclusion, including: Defining what we mean by “diversity” and “inclusion,” Recognition of the interconnectedness of “diversity” to “identity(ies),” Racism/racialized experiences, structural racism, Marginalization, Power and privilege, Bias – unconscious/ implicit, Stereotypes/ stereotype threat, Micro-aggressions</p>	Feb 23, 2016
<p>2. University-wide Lectures</p> <p>Implicit/Unconscious Bias (Mahzarin Banaji, Harvard University)</p> <p>Inclusive Classrooms (Shaun Harper, University of Pennsylvania)</p> <p>Stereotype Threat (Claude Steele, University of California Berkeley)</p>	Spring 2016
<p>3. Professional Development Series:</p> <p>Inclusive Classrooms Series: Intended for faculty, postdocs, and graduate students who serve as instructors, this series will be jointly offered by the Sheridan Center for Teaching and Learning and OIDI. It will include the following topics:</p> <ul style="list-style-type: none"> • Inclusive Pedagogy (piloted on February 15, 2016 with Chairs/Directors and repeated on April 6, 2016) • Difficult Conversations across Diverse Perspectives in Classrooms (March 10, 2016) • Classroom Assessment Techniques and Assessing Diverse Learners (April 6, 2016) 	February – April, 2016
<p>Structural Racism Series: The Center for the Study of Race and Ethnicity in America launched this series on December 2, 2015. CSREA will develop workshops/lectures on structural racism, will seek faculty and graduate student collaborators, and will create opportunities for students to engage in original research and programming on this important topic.</p>	
<p>Social Justice Education Series: The Division of Campus Life and Student Services (CLSS) launched a series of modules that focus on social justice issues across through an intersectional framework. This series was piloted by CLSS staff in January 2016.</p>	January 2016 (Pilot)
<p>Unconscious/Implicit Bias Series: This series for staff and faculty will unpack the ways in which unconscious or implicit bias manifests in the daily selection and decision-making processes (in recruitment, hiring, selection, evaluation, etc.) that we engage in within the academy.</p>	Series launch on February 23, 2016
<p>Careers in academe and understanding culture, race, and difference workshops: These workshops will be offered throughout the summer in order to enhance awareness and the experience of our large population of summer pre-college students who represent the pipeline to undergraduate and graduate study in the future.</p>	Summer series

Appendix D

Summary of Community Input

1. Introduction

On November 19, 2015, President Christina Paxson shared with the Brown community a working draft of *Pathways to Diversity and Inclusion: An Action Plan for Brown University* (DIAP). She invited students, faculty, and staff to share their input through an online form. The online form closed on January 8, 2016, collecting a total of 162 submissions. In addition, the President, Provost, and other senior administrators received several email responses to the plan from various groups of students, faculty, staff, and alumni, as well as from departments and numerous other individuals. In parallel to this process, senior leadership also convened a number of open forums with various community groups from within and outside the University (i.e., faculty, students, staff, and the Providence community) to solicit input and questions on the proposals outlined in the plan. This appendix to the DIAP provides a high-level summary of the feedback received through these various channels and highlights the ways in which the University addressed campus input in the revised *Pathways to Diversity and Inclusion* and the plans for its implementation. **The Campus Input section of the DIAP website has a detailed summary of input—listed in the form of proposals—shared during the feedback process.**

Analysis of the community's input reveals a rich, substantive conversation centered on issues of diversity and inclusion. The comments from students, staff, faculty, alumni, and members of the Providence community provided important suggestions for how to improve the working document. They also highlighted the deep commitment that members of the Brown community have to making our campus truly diverse and inclusive. Equally striking, the input and recommendations we received on the plan underscored the strong desire from members of the community, no matter their affiliation or graduation year, to engage in this important conversation and to be engaged in the process of finalizing this plan and implementing it in the months and years to come.

2. Process Summary

Feedback from the Brown community included 162 online submissions and 35 emails. The last section of this appendix provides an overview of the different forums and sources of written commentary that also contributed to the plan. The input came in the form of comments on, and amendments to, the draft DIAP; specific edits; requests for clarity or more explicit detail on specific aspects of the draft; and new proposals. The Office of the Provost reviewed every submission received through the channels outlined above and collected them in a database. Each submission was categorized into one of several thematic areas and then further refined by subcategories to identify similarities and trends. In many cases, an individual or group's comments that touched upon several points were disaggregated into multiple individual submissions. In aggregate, submissions from all sources translated into more than 720 comments, anecdotes, new proposals, and edits to the original draft.

3. Category Summaries (*in order of frequency*)

This section summarizes the 20 most frequent categories of feedback and shares how key proposals made in each were considered in the context of revising the DIAP. In some cases, language in the final plan was revised to reflect suggestions made by the community. In others, suggestions reflected proposals that were already addressed in the DIAP or that Brown has been working on for quite some time. These comments remind us of our need to better communicate this work to the community. In certain cases, we received proposals, which, while important, are not within the scope of the current DIAP. The assessment of these proposals will be shared with relevant parties to ensure they are addressed in future plans. Edits on the November 19 draft and comments about implementing the DIAP are addressed in the final plan. These edits and comments are reflected in the full list of all proposals posted on the Campus Input section of the [DIAP website](#).

Support Services for Students (125 comments)

The largest number of comments focused on the needs of different groups of students within the Brown community. The feedback highlighted the challenges facing international, first-generation, refugee, and undocumented students who struggle to overcome cultural, economic, linguistic, and academic barriers in unfamiliar settings. They also highlighted the difficulties these students often face when trying to understand financial aid, health insurance, or other basic support services. Comments from graduate and medical students focused on the pressures of balancing family life and childcare with the demands of coursework, lab work, and research. Faculty noted that many graduate students, especially those studying in STEM fields (Science, Technology, Engineering, and Mathematics), need additional tutoring and advising, which can add to an already crushing workload.

Undergraduate and graduate students from historically underrepresented groups face many of these same challenges while experiencing trauma from repeated discrimination and a lack of awareness by fellow students, faculty, and staff at Brown. These students reported that forms of oppression they face can negatively affect their grades, campus engagement, and health and wellness. Numerous comments also spoke to the distinct needs of students with disabilities or with veteran status, or those who arrive on campus from low-income backgrounds or from different religions and cultures. What became clear from this feedback is that, while many support services for these different groups of students already exist at Brown, they are not sufficient. Requests for more resources, through increased funding and additional staff, to better meet the needs of our diverse student community, were a frequent theme among the comments we received.

The November 19, 2015, draft of the DIAP began to address these needs through investments in such key identity centers as the Brown Center for Students of Color (BCSC), the LGBTQ Center, and the Sarah Doyle Women's Center. The final Pathways to Diversity and Inclusion plan expands this support to Counseling and Psychological Services (CAPS) and to mentoring programs for undergraduate and graduate students across the University. Brown is already launching a First Generation Center to promote greater on-campus support and programming for this community, as well as an International Advisory Board—comprising senior administrators, faculty, staff, and students—to address the needs of international students, staff, and visitors to our campus. This year, we have also invested significant resources in providing both greater support services for

low-income students and greater benefits for graduate students. The University will also invest in resources that engage our alumni to provide mentorship and professional-development opportunities in the form of internships and jobs. These important investments will seek to address many of the challenges outlined above.

To move this work forward, the new Vice President for Campus Life and Student Services will, in consultation with students and staff, conduct an assessment of needs and resources across all these centers during the summer and fall of 2016. Based on this assessment, the University will determine what additional resources are required and where they should be located to best support our student community.

Faculty Hiring and Departmental DIAPs (98 comments)

Members of the Brown community contributed significant input in the form of questions, comments, and new proposals to improve hiring practices, accelerate the timeline for doubling faculty from historically underrepresented groups, develop a more expansive view of faculty diversity, and provide better mechanisms to address pipeline and retention issues. Calls to engage students (both undergraduates and graduates) in faculty hiring committees emphasized making the hiring process more transparent and engaging these important stakeholders more directly in the process of identifying their future teachers, advisors, and mentors. Departments asked for administrative guidance and support, perhaps through the Office of the Dean of the Faculty, to coordinate cluster hires across departments and across disciplines. There were several suggestions to improve the pipeline of faculty from Historically Underrepresented Groups (HUGs), including the use of the Target of Opportunity program to hire faculty members at the associate, assistant, and research professor ranks, and to leverage post-doctoral positions for hires into tenure track positions.

Reflecting a broader conversation on how we define diversity and inclusion, students and faculty alike called for faculty hires that reflect the racial, ethnic, disability status, gender, sexual orientation, and intellectual pluralism Brown hopes to achieve through the implementation of the DIAP. Echoing this ambition were calls to hire more diverse faculty in STEM fields, in the Alpert Medical School, in the School of Public Health, and across departments at Brown. This was in addition to proposals to hire faculty specifically in Africana Studies, Disability Studies, Environmental Studies, South Asian Studies, Middle East/South West Asia and North Africa (SWANA) studies, Latinx Studies, Urban Studies, Visual Arts, Indigenous and Native People Studies, and Environmental Justice.

All these comments and suggestions underscore the considerable interest and support for diversifying the faculty, although more clarity is needed on the processes for achieving this goal. Revisions to the final DIAP include additional details on process. It specifies, for example, that requests for faculty searches will be allowed only for departments that have approved Departmental Diversity and Inclusion Action Plans (DDIAPs). The DIAP also confirms the idea that increasing faculty diversity will come from a combination of hiring faculty into existing open positions and creating new faculty growth lines that support the strategic goal of increasing academic excellence through investments in the thematic areas outlined in *Building on Distinction*. For example, we plan to create endowed professorships (both junior and senior) to support faculty who are models of excellence in researching issues of diversity, social justice, power, and privilege around the globe. Building on the success of cluster hiring in the sciences, the DIAP outlines plans to encourage cluster hiring in the social

sciences and humanities, and calls for the appointment of an associate dean to support this work. Although the original DIAP stated a goal for doubling the number of HUG faculty over 10 years, we have accelerated our timeline and now plan 60 new hires by 2022.

To support the work of departments in developing DDIAPs, we are establishing a number of graduate fellowships in the Office of Institutional Diversity and Inclusion (OIDI) that will be used to recruit and compensate students with existing experience and expertise. For these students, who will work with individual departments on DDIAPs and hiring strategies, these fellowships will replace teaching assistant responsibilities. In addition a number of part-time undergraduate interns will be hired to support this work.

Curriculum (64 comments)

Related to the conversation around faculty hiring was feedback from the community highlighting a desire for increased course offerings in several substantive fields, as well as calls for new academic programs and departments to reflect and reinforce campus diversity and inclusion. For example, a relative majority of comments focused on the paucity of courses on Africa, including African languages (such as Swahili, Yoruba, Igbo, Twi, Shona, Berber, and Hausa), and African history, culture, politics, policy, and theory. To address this gap in current course offerings, there were proposals to create an African Studies department, and to improve study abroad opportunities to Africa.

The University is making important strides in diversifying research and course offerings. For example, Brown has recently hired 12 new faculty members to work on Africa across the departments of anthropology, history, political science, economics, comparative literature, Egyptology and Assyriology, and the History of Arts and Architecture. We have also approved additional funding for the Africa Initiative at the Watson Institute, and will provide curriculum development funds to enable departments to develop new courses and academic programming on race and ethnicity.

Revisions incorporated into the final DIAP outline plans to expand the Center for the Study of Race and Ethnicity in America (CSREA) and the Center for the Study of Slavery and Justice (CSSJ). The final DIAP also confirms additional support for such research centers as the Cogut Center for the Humanities, the Pembroke Center for Teaching and Research on Women, the Population Studies & Training Center, and the Watson Institute for International and Public Affairs. This support will serve to devote greater attention to scholarship on race, ethnicity, and immigration and to bring to Brown a more diverse and inclusive body of scholars and postdoctoral fellows.

Echoing proposals outlined in the draft version of the DIAP, another important thread of discussion focused on increasing the number of courses related to issues of power, inequality, diversity, and social justice. For example, feedback around curricular diversity included questions on the effectiveness of sophomore seminars; a suggestion for a Diverse Perspectives in Liberal Learning (DPLL) requirement for graduation (akin to the existing Writing-Designated Course, or WRIT, requirement); a proposal for a program to facilitate and incentivize teaching to promote diversity components in STEM courses; and a suggestion for a required diversity component within every course.

Looking ahead, the Committee on Curriculum Reform, led by the Dean of the College and composed of faculty, undergraduate students, and administrators, will address these and other proposals in spring 2016. In addition, seed funding from the OIDI will provide support for critical scholarship and curriculum development on race, ethnicity, gender identity, sexual orientation, disability status, translational, and other related areas of inquiry. Departments like Africana Studies, which has long been focusing on teaching and scholarship related to race and social justice, serve as important exemplars for how to make the curriculum more diverse and inclusive.

Defining and Recruiting for Diversity (146 comments)

Feedback on how we define diversity and inclusiveness speaks to the very core of the work outlined in the plan. There were several calls for a more expansive view of inclusion that acknowledges the identities of members of our community defined by race, ethnicity, religious beliefs, ideological views, gender, sexual orientation, disability status, veteran-status, and income. Staff members and student athletes wrote and asked to be represented in the plan. They expressed often feeling invisible and isolated from campus life. In a separate but related category of comments, members of the community provided important suggestions for how we define and use terms like “HUGs,” “minority,” “underrepresented minority,” “students of color,” etc. Whether to include Asians (and subgroups within the Asian population at Brown), SWANA students, indigenous and native students—or even veteran-status, disability status, and religious identity students—within these categories raises important considerations about whom we include and how we count them in our efforts to promote greater diversity and inclusion.

A related set of comments called for disaggregated data on many of these groups (Asian Americans being a frequent reference) among students, staff, and faculty. Students expressed interest in being involved in the collection and analyses of these data in order to tap into their expertise and promote greater transparency and standards in data collection and reporting. While reporting and accreditation bodies regulate much of the data we currently collect, we agree that collecting more detailed data in parallel will help with the target setting, support mechanisms, and policies outlined in the plan.

Finally, proposals related to the admissions process at Brown offered an alternative pathway to making the campus more inclusive. Community feedback called for pipeline programs and funding to increase matriculation of undocumented, low-income, first-generation, minority, and local Providence applicants to Brown. To create pipelines into advanced graduate study, and propel more students of color into doctoral programs, several proposals called for increasing student fellowships for terminal masters programs. Comments from the medical school community focused on adapting such existing matriculation pathways as the Program in Liberal Medical Education (PLME), the post-baccalaureate linkage programs, and the early identification programs to target underrepresented groups.

The proposals outlined in both the original and revised DIAP underscore the importance of making the campus as inclusive as possible to all students, faculty, and staff regardless of race, ethnicity, gender identity, sexual orientation, religion, veteran status, political orientation, socio-economic class, or disability status. Investing in identity centers to allow them to provide greater support services will help to move this work forward. Similarly, we will work with existing centers and programs across the University to ensure that *every* member of the community is in the best position to succeed. At the same time, we place heavy emphasis in this plan on recruiting

those who self-identify as American Indian, Alaskan Native, African American, Hispanic or Latinx, and Native Hawaiian and/or Pacific Islander. These groups, identified in this document as Historically Underrepresented Groups (HUGs), as well as women in STEM and Asian American and Pacific Islanders (AAPI) in the humanities and social sciences, have been identified by the U.S. Department of Education as groups that continue to have limited participation at the graduate and faculty levels at colleges and universities.

To promote this work at the graduate level, the DIAP includes plans to create 25 new graduate student fellowships; direct more resources, including staff, to support research, training, and mentoring for HUG graduate students; and create research opportunities to attract undergraduates from HUGs to pursue advanced graduate study. For undergraduates, we will increase funding for such important programs as *Summer@Brown* and *A Day on College Hill (ADOCH)*, among other initiatives outlined in the revised plan. Finally, as outlined in the revised plan, we will establish an independent data committee within OIDI to track progress on this work over time. As we make progress on these fronts, we hope, and expect, to refocus our strategy to recruit other groups in an effort to continually make Brown more diverse and inclusive.

Professional Development/Training (46 comments)

The need for professional development/training programs to promote cultural competency and foster a safe learning environment for all students, staff, faculty, and administrators at Brown, particularly those with marginalized identities, was an important area of focus in the feedback we received. Comments on training primarily focused on two dimensions: 1) whether professional training should be mandatory or voluntary; and 2) what substantive material should be included in these training modules. For example, numerous proposals highlighted the importance of establishing training modules based on an intersectional, anti-oppression framework that recognizes various forms of diversity and identity (such as racial identity, gender identity, sexual orientation, class, disability status, and religious identity). There were also numerous calls for more resources to help departments, staff, faculty, and students prepare these professional development programs.

To address this feedback, the University will provide a menu of professional development opportunities that will not only build on our existing expertise and resources, but that will also significantly expand our efforts to offer these programs and activities to all members of our community. Professional development offerings for the spring of 2016 are outlined in Appendix C. In keeping with the importance of an open curriculum and unfettered scholarly inquiry to Brown's culture, the array of lectures, workshops, discussions, and activities will not be mandated but rather will be offered broadly and regularly so that everyone will have an opportunity to participate in these activities at many different levels. Extensive research on mandatory versus voluntary "diversity training" indicates that voluntary opportunities have been found to be more effective in promoting diversity and inclusion. That said, the final *Pathways to Diversity and Inclusion* plan is responsive to proposals that Brown should identify key groups that should be the focus of training. The plan provides specificity about how the professional development will be offered to students, faculty, staff and senior administrators. It is our hope that all members of our community will participate in one or more of these professional development activities.

The Office of Institutional Diversity and Inclusion (OIDI) will provide overall coordination for the development and implementation of programs, workshops, tools, resources, and other related support materials. The DIAP outlines how OIDI will build capacity to meet the demands for professional development with the creation of

the Brown University Diversity and Inclusion Professional Development Collective (D&I Collective). The D&I Collective will be an in-house group of consultants who will serve both as master trainers and consultants and who will also review and assess programs, resources, and other materials.

For example, we will provide funding for one postdoctoral fellow, three graduate fellowships, and three undergraduate student assistantships. We will also provide “release time” for staff members with this expertise so that they can participate in these modules without adding this additional work to their existing responsibilities.

Improving Accountability and Responsiveness (44 comments)

Feedback from the community also included a number of proposals to promote a campus climate of responsiveness, transparency, and accountability. Many comments called for greater transparency and engagement in the development of the plan and departmental DDIAPs. Others raised the possibility of implementing criteria and metrics to assess faculty members’ history of service, mentorship, and/or scholarship on race, social justice, diversity, and inclusion for tenure/promotion review. There were also calls for clearer mechanisms to allow students, staff, and faculty to file diversity-and-inclusion-related grievances and receive a timely response. Possible avenues for this could be a centralized administrative office or a formal Title VI Office. Wanting to be engaged in the main activities of the University, students in particular repeatedly expressed a desire to create student-elected positions on the Corporation, to have regular meetings with the University Chancellor, and to form a body of graduate student representatives to serve on the Diversity & Inclusion Oversight Board (DIOB).

To address these issues, the Diversity and Inclusion Oversight Board (DIOB) will be formed in spring 2016. This board will be charged with reviewing annually the progress of departments and schools on their DIAPs; reviewing data on diversity and inclusion, as well as making recommendations on changes in data collection to the President and Provost; preparing a public annual report on the quantitative and qualitative progress of the Diversity and Inclusion Action Plan that will be reviewed annually by the Brown Corporation; and communicating this progress to the Brown community through written materials and forums. Appendix E of the DIAP provides details on the governance and oversight responsibilities of the DIOB. It includes an explanation of efforts to strengthen accountability for diversity and inclusion initiatives by forming a small group of senior administrators who have ultimate responsibility for the implementation and success of the DIAP. This group will consist of the President, the Provost, the chair of the FEC, the VP for Campus Life and Student Services, the VP for Finance and Administration, the Dean of the Faculty, the Dean of the College, and the VP for Diversity and Inclusion.

The DIAP commits OIDI to providing clear language on its Web page on how faculty, students, and staff should report potential Title VI violations. We will assess over the course of this year whether Title VI oversight should be consolidated under OIDI.

Community Engagement (33 comments)

Brown’s relationship with the Providence and Rhode Island communities—particularly with communities of color—emerged as a concern throughout the feedback period. A range of ideas proposed strengthening community engagement and promoting positive impact. Several suggestions called for Brown to invest in the local

community through educational programs and resources that enhance K-12 education, or by developing programs that offer internships and employment opportunities for local residents. The feedback received through this process is instructive about the need to both communicate better what is in place and to have a process for assessing, strengthening, and expanding these programs and their effects.

Brown is already engaged in much of this work through the Swearer Center for Public Service, the Center for Public Humanities, and the Annenberg Institute for School Reform. Appendix G in the DIAP addresses the campus' interest in ensuring that Brown is developing opportunities for community members in Providence to partner with members of the Brown community. It provides a detailed list of community-facing programs—Building Futures, Fund for the Education of the Children of Providence, Urban Education Fellows, College Advising Corps and TRI-Lab, to name a sampling—to address local challenges and strengthen the educational, economic, and social assets of our city, state, and region.

To determine how we support these programs, and others, we will convene a working group, led by the Directors of Government Relations and Community Affairs, the Swearer Center, and Annenberg, with campus and community leaders to evaluate Brown's contributions to the city and state and to make recommendations for ensuring the University's positive impact in ways that align with its mission.

Staff Hiring (20 comments)

We received numerous comments focused on strategies to increase the diversity of our staff, especially in grade 8+ roles. Starting with a call for more data to understand the demographic distribution of staff by grades, proposals also suggested pipeline programs to recruit staff from historically underrepresented groups and evaluate the education requirements that the Office of Human Resources currently requires for managerial positions. Similar comments expressed a need for better management training on how to diversify and broaden hiring pools and how to improve interviewing techniques to make the hiring process at Brown more welcoming.

Many existing programs and practices are already in place along these lines. Nevertheless, to address this feedback, Human Resources will establish a working group to identify ways to improve communication to the community regarding existing hiring practices, career pathways, and professional development programs. Among the programs already in place is a staff-mentoring program we launched for new employees in 2015, a program we plan to expand in 2016 to include employees with two or more years of service at Brown. This program will pair entry to mid-level employees with higher-level staff members in a mentoring relationship that aims to foster professional development and career growth. We also launched a new Leadership Certification Program in 2015 that is required for all newly hired and promoted managers in grades nine through 12. The program consists of a series of modules designed to enhance management skills in a variety of areas, including hiring and developing staff, valuing differences, and managing performance.

4. Next Steps

This memo provides a high-level overview of some of the key areas of feedback that we received. A full list of proposals that were shared by the community can be found [here](#). The revised *Pathways to Diversity and Inclusion* action plan establishes the concrete next steps that we, as a community, must take to make Brown more diverse

and inclusive. While there is significant work to do in the coming months and years, we are inspired by the passion with which our community has actively participated in developing this plan, and we remain committed to partnering with our students, faculty, staff, and alumni, as well as with the Providence community, to realize the important goals that we have set forth.

Community Forums & Group Feedback

Feedback from the Brown community of students, faculty, staff, and alumni resulted in 162 online submissions, 35 emails, and spirited discussions from the following forums with various community groups, including:

- Faculty Meeting (December 1), 200 attendees
- Undergraduate Council of Students Open Forum (December 1), 220+ attendees
- Staff Open Forum (December 4), 200+ attendees
- Academic Priorities Council (December 8)
- Faculty Forum (December 9), 220 attendees
- Faculty of Color Group (December 10)
- Concerned Graduate Students of Color (CGSOC) Meeting (December 11)
- Chairs and Center Directors Meeting (December 14)
- Community Forum, hosted by Swearer Center (December 14)
 - Community Forum, hosted by the Swearer Center for Public Service, for local organizations working in areas such as education, community development, arts, disabilities, criminal justice, homelessness and health, and representatives from several agencies.
 - The Swearer Center also established and widely distributed an open online feedback response form to gather input on the plan from individuals and community organizations.
- Administrative Leadership Group (December 18)
- Dining Staff Meetings on December 22 (130 attendees) and December 23 (80 attendees)

In addition to feedback from individual students, faculty, staff, alumni, and Corporation members, we received written input from the following:

- **Academic Departments & Schools:** Departments of Anthropology, History, Ethnic Studies; School of Public Health; Warren Alpert Medical School's Department of Psychiatry and Human Behavior; and Center for Alcohol and Addiction Studies
- **Centers & Institutes:** Joukowsky Institute of Archaeology and the Ancient World, Center for Public Humanities, Swearer Center for Public Service, Annenberg Institute for School Reform, Office of the Chaplain and Religious Life

- **Student Groups:** Brown Undergraduate Council of Students (UCS), Coalition of Concerned Graduate Students of Color and their Allies (CGSOC), Muslim Community & Brown Muslim Students Association, Students of the Warren Alpert Medical School, Community of People of Color (“Reading Out”)
- **Administrative Units:** Dean of the College, Dining Services, Student and Employee Accessibility Services (SEAS)
- **Faculty Groups:** Committee for Faculty Equity and Diversity (CFED)
- **Alumni:** Inman Page Black Alumni Council (IPC), Asian/Asian American Alumni Alliance (A4), Brown University Latino Alumni Council (BULAC), Brown Transgender Gay and Lesbian Alumni (TBGALA)
- **Providence Community:** Through the Swearer Center

Appendix E

Oversight of Diversity and Inclusion at Brown University

I. Introduction

Brown University has developed a new Diversity and Inclusion Action Plan (DIAP) that commits the institution to ambitious goals. The success of this plan will hinge on consistent monitoring and oversight at the highest levels of the University, on accountability by the entire Brown community, and on the engagement of a wide range of community members, including faculty, staff, students and alumni.

Currently, Brown has a number of committees that are responsible for matters related to diversity, inclusion, and equity. The development of the new plan provides an opportunity to re-think Brown's governance structure around diversity and to make sure that attention to the DIAP is sustained over time.

This memo describes the current governance structure and the modifications that will be made to ensure that the DIAP has appropriate oversight. It also clarifies the roles and responsibilities of the relevant committees and ensures that each committee has the membership needed to fulfill its goals.

II. Existing structure

Currently, three committees are responsible for the oversight of diversity goals:

1. Committee on Faculty Equity and Diversity (CFED): CFED represents the faculty in issues related to compensation, benefits, leave, equity, diversity, and advancement. The responsibilities of the CFED are broad. Those most relevant to the DIAP include: the review of faculty salary, benefits, and leaves for equity; the assessment of faculty diversity at the departmental level; the review of University policies related to diversity; the review of tenure and promotion cases for adherence to policies; the periodic review and creation of reports on the status of women and minority faculty; and the review of faculty searches as they progress.

CFED membership consists of nine elected faculty members and five ex officio (non-voting) members, including the Dean of the Faculty (or a designee), the Dean of Medicine and Biological Sciences (or a designee), the Dean of Public Health, the Vice President for Diversity and Inclusion, and the Past-Chair of the FEC.

2. Diversity Advisory Board (DAB): The DAB considers issues of diversity across the campus. It advises the VP for Academic Development, Diversity, and Inclusion about the promotion of diversity and the development of a welcoming and inclusive campus climate; identifies ways to educate the community about diversity and provide guidance for dealing with community issues; and develops effective means of communication about diversity issues with all segments of the community.

DAB membership consists of the Vice President for Academic Development, Diversity, and Inclusion, the Vice President for Campus Life and Student Services, and a minimum of two undergraduates, two graduate students, two medical students, a student from the School of Public Health, and a minimum of four staff members. The Vice Chair of the DAB is a faculty member.

3. Diversity Advisory Council (DAC): The Diversity Advisory Council is a body of alumni who meet twice a year to review the University's progress on diversity goals, including the diversity of the faculty, staff, and student bodies; financial aid; issues of promotion and retention for women and minority faculty; and curricular and co-curricular programs aimed at promoting knowledge and understanding of issues related to social justice, equity, and diversity.

The DAC is staffed by the Vice President for Academic Development, Diversity, and Inclusion. The chair of the DAC is selected by the President. The membership is flexible in size, but normally has about 20 members who are selected by the President in consultation with the chair of the DAC.

III. Changes to the existing structure

The existing structure works well in some ways, but it is inadequate to support the ambitious goals of the DIAP. The following is a summary of modifications that will be made to the existing structure. These modifications will ensure that there is continuous attention and oversight of progress on the plan, that the roles and responsibilities of different groups are clearly defined, and that the University leadership is held accountable for progress on the plan.

1. CFED

With the faculty's approval, CFED's charge will be modified so that it is tied specifically to the faculty-related goals of the DIAP. Specifically, CFED will review all data related to faculty equity and diversity and will provide advice and comments on the section of the annual DIAP report that relates to faculty, including postdoctoral fellows. CFED will continue with other aspects of its charge unless the FEC proposes and the faculty approves alterations.

2. DAB

The DAB will be renamed and restructured so that it becomes the group responsible for monitoring progress on the DIAP. Specifically, the DAB will be renamed the Diversity and Inclusion Oversight Board (DIOB), and will:

- Meet annually with the Dean of the Faculty, the Dean of the Division of Biology and Medicine, and the Dean of the School of Public Health to review departmental progress on departmental diversity and inclusion action plans (DDIAPs)
- Establish and adhere to a schedule for regular review of diversity and inclusion plans for non-academic units.
- Review survey data and studies on diversity and inclusion at Brown and make recommendations to the Provost on changes or additions to data collection efforts.
- Prepare the annual report on the DIAP in consultation with relevant bodies. For example the board would consult with CFED about faculty diversity, with the Office of Admission on about undergraduate diversity, etc.
- Communicate, through written materials and forums on DIAP progress.

The membership of the DIOB will be structured to ensure collaboration across groups. It will be co-chaired by the Vice President for Diversity and Inclusion and one of the faculty committee members. Its membership will include:

- The Chair of CFED
- The Vice President for Campus Life and Student Services
- One faculty member from each of the following units: (1) the Division of Biology and Medicine, (2) the Physical Sciences and Engineering, (3) Social Sciences, (4) Humanities and the Arts, and (5) Public Health.
- Five students (two undergraduates, one Ph.D. student, one Master’s student, and one medical student)
- Five staff members, including a representative from the Staff Advisory Council.
- Five ex officio (non-voting) members, three of whom are the administrators in charge of diversity for the Graduate School, the Medical School, and the College, as well as the Vice President for Human Resources and a delegate from the Office of the Provost.

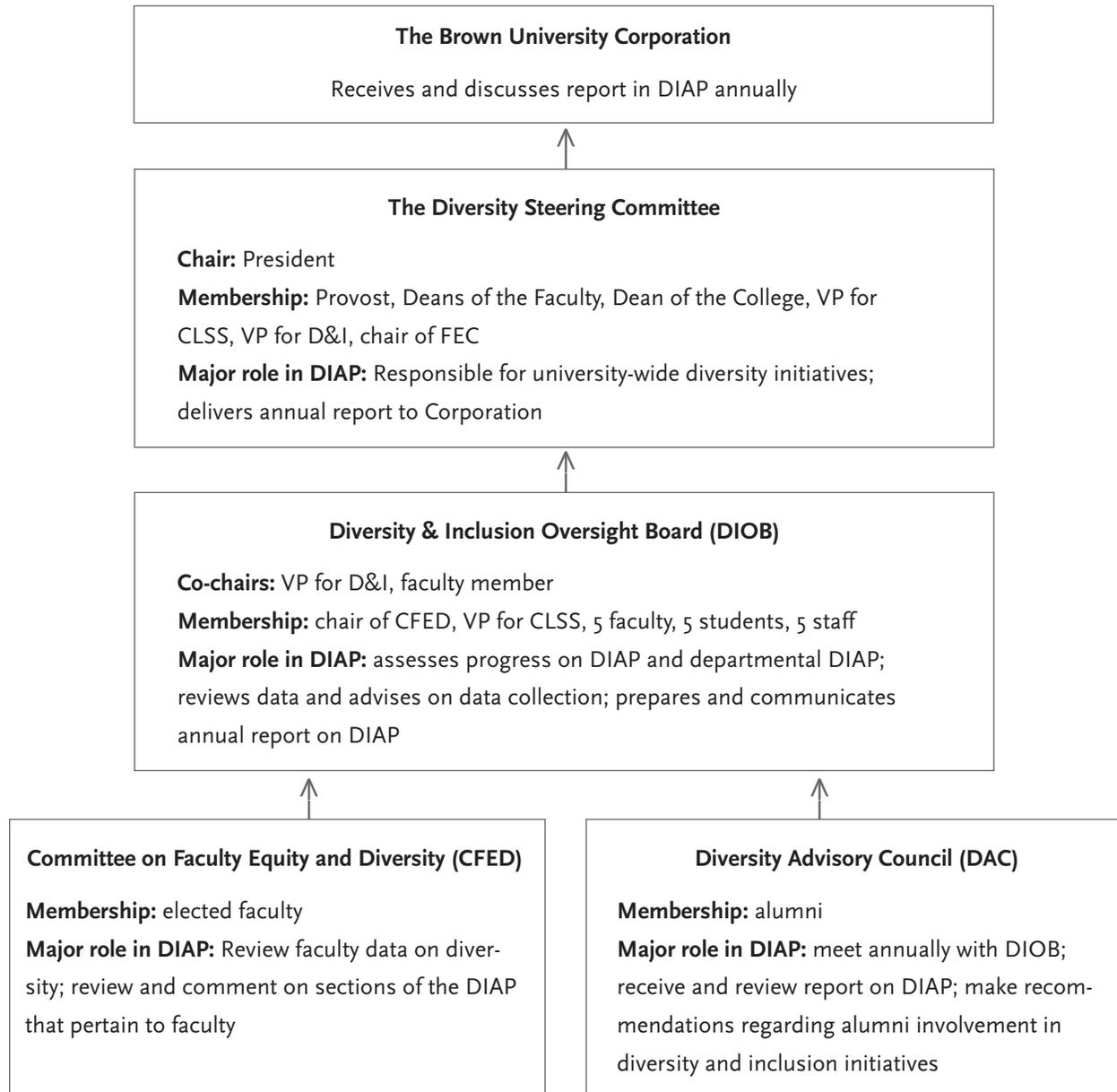
Two paid student research assistants will staff the committee.

3. DAC: The Diversity Advisory Council will meet annually with the DIOB to review the annual report before it is made public. It will make specific recommendations regarding the role of alumni in diversity and inclusion initiatives.

4. Diversity Steering Committee: A small group of senior administrators have ultimate responsibility for the implementation and success of the DIAP. This Diversity Steering Committee will consist of the President, the Provost, the Chair of the FEC, the Dean of the Faculty, the Dean of the College, the Vice President for Campus Life and Student Services, the Vice President for Finance and Administration, and the Vice President for Academic Development, Diversity, and Inclusion. This group will receive the annual report on DIAP progress, make decisions regarding changes in programs or policies that are needed to move closer to our goals, and present the report for discussion annually at a meeting of the Corporation.

A chart that shows the roles of various governing bodies in the oversight of progress on the DIAP is on the following page. Please note that is not meant to indicate the reporting structure of these groups (e.g., the CFED does not report to the Diversity and Inclusion Oversight Board.)

Governance structure for the oversight of the DIAP



Appendix F

Data on Historically Underrepresented Groups at Brown

Regular Faculty: self-reported race/ethnicity

	2004-2005	2009-2010	2014-2015
STEM Faculty			
% Two or More		0.3	0.3
% Asian	8.1	9.8	12.9
% Black or African American	1.1	1.5	1.8
% Hispanic or Latino	1.4	2.1	2.6
% International	4.2	3.7	2.9
% Unknown	3.2	2.1	1.8
% White	82.1	80.4	77.7
Total Faculty			
% Two or More		0.3	1.0
% Asian	6.7	8.9	10.8
% Black or African American	4.0	4.4	4.2
% Hispanic or Latino	2.7	3.2	3.3
% International	4.4	4.5	2.8
% Unknown	3.2	2.0	1.4
% White	79.0	76.7	76.5

NOTES:

1. International corresponds to the federal reporting category of nonresident alien. Nonresident aliens are not included in any other race/ethnicity category.
2. Two or More includes the categories of Asian, Black or African American, Native American or Alaska Native, and White. Some who identify as Two or More are included in the HUG category.
3. STEM includes all departments in the physical and biological sciences and in Engineering.

Student Enrollment: race/ethnicity and degree level

	2004-2005	2009-2010	2014-2015
Undergraduate Students			
% Two or More		2.4	5.4
% Asian	13.4	15.3	12.9
% American Indian or Alaska Native	0.6	0.4	0.4
% Black or African American	6.5	5.6	6.7
% Hispanic or Latino	6.9	9.2	11.3
% International	6.2	8.9	11.6
% Native Hawaiian or Other Pacific Islander		0.1	0.2
% Race/Ethnicity Unknown	15.0	11.2	8.0
% White	51.4	47.0	43.6
Graduate Students			
% Two or More		1.0	0.9
% Asian	5.0	5.3	5.4
% American Indian or Alaska Native	0.1	0.6	0.1
% Black or African American	3.0	3.8	3.4
% Hispanic or Latino	2.6	4.4	5.1
% International	34.5	32.4	34.7
% Native Hawaiian or Other Pacific Islander		0.1	0.1
% Race/Ethnicity Unknown	2.6	5.9	8.6
% White	52.1	46.6	41.6
Medical Students			
% Two or More		1.9	2.4
% Asian	26.8	26.0	29.6
% American Indian or Alaska Native		0.2	
% Black or African American	12.8	7.9	11.0
% Hispanic or Latino	7.7	8.7	12.2
% International	4.8	1.7	1.4
% Race/Ethnicity Unknown	4.2	9.4	4.7
% White	43.8	44.2	38.6

NOTES:

1. Counts are of degree-seeking students enrolled as of the fall term.
2. International corresponds to the federal reporting category of nonresident alien. Nonresident aliens are not included in any other race/ethnicity category.
3. Two or More includes the categories of Asian, Black or African American, Native American or Alaska Native, and White. Some who identify as Two or More are included in the HUG category.

Student STEM Concentration Completion: race/ethnicity and degree level

	2004-2005	2009-2010	2014-2015
Undergraduate Degree			
% Two or More	0.2	2.5	5.4
% Asian	15.9	17.9	15.3
% American Indian or Alaska Native	0.8	0.2	0.1
% Black or African American	6.1	5.3	4.4
% Hispanic or Latino	5.1	9.2	8.2
% International	7.0	8.3	12.4
% Race/Ethnicity Unknown	15.9	8.9	8.9
% White	48.9	47.6	45.3
Graduate Degree			
% Two or More			1.6
% Asian	6.4	4.6	6.5
% American Indian or Alaska Native			
% Black or African American	0.9	2.5	3.8
% Hispanic or Latino	1.4	2.2	3.8
% International	40.4	39.7	37.7
% Race/Ethnicity Unknown	5.0	10.5	8.1
% White	45.9	40.6	38.5

NOTES:

1. Counts are of completed concentrations. A student who completed multiple concentrations will be counted once for each concentration.
2. International corresponds to the federal reporting category of nonresident alien. Nonresident aliens are not included in any other race/ethnicity category.
3. Two or More includes the categories of Asian, Black or African American, Native American or Alaska Native, and White. Some who identify as Two or More are included in the HUG category.

Staff: self-reported race/ethnicity

	2004-2005*	2009-2010	2014-2015
Total Staff			
% Two or More		2.1%	2.1%
% American Indian or Alaskan Native	0.7%	0.3%	0.2%
% Asian	3.0%	2.7%	2.9%
% Black or African American	10.9%	9.7%	7.6%
% Hispanic or Latino	3.6%	4.1%	4.9%
% Native Hawaiian or Other Pacific Islander	0.0%	0.3%	0.1%
% International	0.7%	0.9%	0.5%
% Unknown	1.0%	0.5%	12.3%
% White	80.2%	79.5%	69.4%

*For staff, this column represents data from 2005-2006. Brown typically collects this data every other year.

NOTES:

1. International corresponds to the federal reporting category of nonresident Alien. Nonresident aliens are not included in any other race/ethnicity category.
2. Two or More includes the categories of Asian, Black or African American, Native American or Alaska Native, and White. Some who identify as Two or More are included in the HUG category.

Appendix G

Opportunities for Engagement with the Local Community

Brown provides numerous opportunities for community members in Providence to partner with members of the Brown community (faculty, students, staff) to address local challenges and strengthen the educational, economic, and social assets of our city, state, and region. Plans to continue or strengthen a number of these opportunities are described here:

- Continue our commitment to Building Futures, a program that trains low-income Providence residents to apprentice with the RI Building and Construction Trades Council. For all Brown construction projects with budgets over \$5 million, at least 15% of labor hours are performed by Building Futures graduates. Since 2008, Brown has partnered on 17 projects with Building Futures, including the current School of Engineering Building and SciLi Renovations.
- Produce the Minority and Women Business Enterprise (MBE/ WBE) Opportunity Fair annually, which opens doors for local MBE/WBE businesses to secure sub-contracts on major Brown construction projects. More than 30 MBE/ WBE businesses attended the most recent Fair in November 2015, where they networked with the ten largest General Contractors who work with Brown.
- Promote the work of Computing & Information Services (CIS) which provides between 8-10 internship opportunities to CCRI students during the summer. CIS also sponsors a Year-Up graduate each year to work in the department.
- Support Alpert Medical School's Early Identification Program (EIP), which increases medical career opportunities for people from medically underserved communities and from groups underrepresented in the medical profession. Program participants come from Rhode Island College, Providence College, University of Rhode Island and Tougaloo College. Exceptionally promising rising juniors are guaranteed admission to Alpert Medical School upon successful completion of college.
- Promote the Fund for the Education of the Children of Providence, which has awarded more than \$300,000 in college scholarship and grants to Providence public high school graduates. The program, run jointly with Providence Public School District, distributes \$2,500 competitive grants to twenty students per year, which may be used for any 2- or 4-year accredited college. The Fund was created in response to the University's Steering Committee on Slavery and Justice.
- Support the Alpert Medical School's Pathways Mentorship Program, which pairs more than 20 greater Providence high school students interested in health care and health sciences careers with medical student mentors.
- Promote the Education Department's Urban Education Policy (UEP) and Masters of Arts in Teaching (MAT) programs, which place Brown students in local schools and education organizations, and bring local youth to campus. The Education Department's work includes:
 - Brown Summer High School, which brings nearly 250 Providence-area high school students to campus each summer for innovative classes taught by MAT students.

- SummerPrep, a collaboration with Community Prep School, provides Providence-area students entering grades 1 - 6 with summer enrichment, taught by MAT students.
 - UEP master's student internships, which place about 15 graduate students per year in local and state education organizations for the duration of the school year.
 - Urban Education Fellows: UEP and MAT graduates who receive tuition support in return for working locally for 3 years.
 - Many Education Department faculty are engaged in local work, including serving on Boards and Committees.
- Continue to support the community engagement work of The Swearer Center, which is based on a philosophy that values mutually respectful relationships with communities. The Swearer Center coordinates more than 15 student-led programs in Providence schools and agencies, serving thousands of local youth. A few examples include:
 - BEAM (Brown Elementary Afterschool Mentoring) provides daily after-school enrichment, homework support and mentoring to 225 K-5 students at D'Abate Elementary School in Olneyville. This 15-year partnership places 100 Brown volunteers at the school every week, and also runs a summer camp at D'Abate staffed by Brown undergraduates.
 - BRYTE (Brown Refugee Youth Tutoring and Enrichment) pairs 130 Brown volunteers with 130 recent refugee youth to provide academic tutoring and mentoring during the school year, and a smaller summer camp focused on English language acquisition. BRYTE is a partnership with Dorcas International Institute of RI and the Providence Public School Department.
 - College Advising Corps (CAC), managed by the Swearer Center since 2007, aims to increase the number of low-income, first-generation and underrepresented high school students entering and completing higher education by providing college application and financial aid guidance to students and families. In 2014-15, Brown's CAC Advisors worked with 7,533 students across four grade levels; of the seniors who completed at least one college application with the help of CAC Advisors, 79% were accepted to a higher education institution.
 - TRI-Lab: Teaching, Research, and Impact. The TRI-Lab Program brings together students, faculty, and community practitioners to engage with complex community challenges and collaboratively develop, refine, and test solutions to those challenges. Topics for these labs are selected in dialogue with community partners. The overarching goal of the program is to build university-community partnerships that create positive social impact in Providence and Rhode Island.
 - Brown's Engaged Scholars Program (ESP) builds on the lessons of TRI-Lab and is building broader institutional supports to enable students, faculty and community partners to collaborate and create positive community impact. ESP provides grants and technical assistance to faculty seeking to build community projects into their courses; helps community organizations and agencies throughout Providence and Rhode Island identify students and faculty interested in community-based research; and develops internship and capstone opportunities for students who wish to engage with and support local organizations. A few examples include:

- Public Health: Professor Akilah Dulin-Keita's "Place Matters" class studied a Providence elementary school and recreation center, ultimately making recommendations to the City on improving physical conditions that would facilitate outdoor play.
- Environmental and Society: Professor Scott Fricke's class documented the green spaces in four Providence neighborhoods, investigating possible hazardous pollutants.