BROWN

Pathways to Diversity and Inclusion: An Action Plan for Brown University (DIAP)

PHASE II

April 2021

April 1, 2021

Dear Members of the Brown Community,

Five years ago, faculty, students and staff were called upon to embrace the work of ensuring that Brown is living up to its commitment to diversity, equity and inclusion. Brown launched *Pathways to Diversity and Inclusion: An Action Plan for Brown University* in February 2016 to articulate concrete actions the University would take to make Brown more fully diverse and inclusive. The action plan, known as the DIAP, outlined a roadmap for meaningful transformation of culture and practices that have long led to the exclusion of people from historically underrepresented groups in higher education. This work is integral to strengthening Brown's mission of education, research and service, and to achieving the highest levels of academic excellence.

Through the DIAP, Brown asserted a commitment to focus on a set of tangible steps that would have the greatest impact campus-wide. The goal continues to be to ensure that all members of our community — all who live, work and study at the University — are valued, respected and provided with equal opportunities to thrive. Regardless of race, ethnicity, gender, sexual orientation, nationality, religion, political views, physical ability or other aspects of identity, every individual at Brown should know they can fulfill their enormous potential in an academic community dedicated to advancing knowledge and understanding.

Importantly, the DIAP established measures of progress and methods of accountability that created a foundation for assessing the fulfillment of the plan's goals. The action plan recognized that achieving a truly diverse and inclusive community would only be possible with all academic and administrative units across the University sharing in this commitment and evaluating their roles in this work. This ongoing evaluation formed the basis for the release of DIAP Phase II.

As a companion document to the original action plan, DIAP Phase II serves as an opportunity for Brown as a community to rededicate ourselves to the critical work of diversity, equity and inclusion and to re-invigorate strategies, activities and programming across campus. DIAP Phase II outlines additional actions the University will take to achieve our goals, as well as actions that continue from the original plan. This work is being sustained in the DIAP's six priority areas: People, Academic Excellence, Curriculum, Community, Knowledge and Accountability.

In the five years since the original DIAP launched, we have made measurable and meaningful progress. This includes doubling the number of graduate students from historically underrepresented groups (HUGs) and significantly increasing the number of faculty members from HUGs. Brown has also implemented new recruitment practices to yield more diverse candidate pools and hires for faculty. In addition, the University has developed programs for nurturing leadership skills and professional development of diverse staff members and implemented campus programs to break down barriers to inclusion, such as training on unconscious bias.

These steps are significant, but there is much more to be done as we strive to fulfill the aspirations we have set as an institution of higher education devoted to excellence. The basis for our commitment to diversity, equity and inclusion is highlighted in Brown's strategic plan, *Building on Distinction*, which emphasizes our core belief that Brown will only achieve the highest levels of academic excellence through a community that embodies the diversity of the world in which we live. Research continues to demonstrate that students learn better in diverse communities where ideas are challenged by differing perspectives, representative of the complex settings students will encounter after they graduate. What's more, a breadth of experiences and perspectives among talented students, faculty and staff is central to fostering a vibrant intellectual community.

This complex work requires that we consistently re-evaluate our progress and our approaches to adapt to the evolving needs of our community. It is with this critical understanding that we launch DIAP Phase II.

Just as the original plan was developed through extensive community input, the second phase of the DIAP reflects the collection of data from the lived experiences over the past five years of students, faculty and staff whose feedback has been — and will continue to be — essential in assessing our progress and effecting meaningful change. Significantly, this report was finalized as our community and our nation grapple with a continued reckoning over the consequences of systemic racism and the uneven progress our country has made toward equity. There can be no doubt about the critical necessity of this work.

It is my strong hope that the second phase of implementing the DIAP re-energizes our community in the quest to build and sustain a campus environment where all members are supported and encouraged to reach their full potential. We will continue to hold ourselves accountable as we confront issues of racism, discrimination and inequity that stand in the way of the excellence we aspire to achieve.

I thank our students, faculty, staff, alumni and others who have strengthened this work by offering their perspectives and participating in the development of the next phase of this action plan. Our success in these efforts depends on the ongoing dedication of our entire community.

I am excited for the work we will continue to do together to strengthen diversity, equity and inclusion at Brown.

Sincerely,

Christina H. Paxson
President

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INTRODUCTION: WHY A DIAP PHASE II

In February 2016, Brown University launched *Pathways to Diversity and Inclusion: An Action Plan for Brown University* — also known as the Diversity and Inclusion Action Plan (DIAP). The DIAP and its appendices were developed as a strategic plan for realizing Brown's commitment to diversity and inclusion as articulated in *Building on Distinction: A New Plan for Brown*, which was launched in 2014.

As President Christina H. Paxson stated upon releasing the DIAP, the strategic plan emphasizes positioning Brown to achieve the highest level of academic excellence and to prepare students to thrive and lead in the complex and changing settings they'll encounter after they graduate. The 2016 DIAP articulated diversity and inclusion as a fundamental value in its 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."

The DIAP acknowledged that institutions of higher education, including Brown, have more work to do to fully include people from historically underrepresented backgrounds. To confront this reality and its enduring legacies, Brown committed to transforming the policies, structures and practices that have led to the exclusion — rather than the meaningful inclusion — of members of our community. The DIAP was developed through an engagement process involving broad campus-wide discussion and input, and outlined a set of concrete, achievable actions to make Brown a more fully diverse and inclusive community. Brown committed to achieving both diversity and inclusion, establishing that both are integral to the highest and most rigorous academic standards. An institution must be inclusive to ensure that diversity becomes a valued asset that promotes the advancement of knowledge, learning and development, and a sense of belonging for all who live, work and study at the University.

Five years after the adoption of the DIAP, Brown is launching DIAP Phase II, which re-commits to the goals established in the original action plan. Phase II does not replace the DIAP, but rather is a companion of the original document. It includes new actions to achieve goals in the DIAP's six priority areas — People, Academic Excellence, Curriculum, Community, Knowledge and Accountability — and also lists actions that continue from the original plan. The original DIAP provides the basis for establishing these priority areas and reflects the original roadmap for making real and meaningful improvements to address the barriers to building and sustaining a campus environment where all members can fulfill their potential as learners, scholars and leaders.

The "Purpose, Process, Key Definitions" portion of this DIAP Phase II plan outlines how Brown's Office of Institutional Equity and Diversity (OIED), which is the office at Brown charged with stewarding the DIAP, established DIAP Phase II based on an assessment of progress on the goals of the original DIAP. This work was conducted both on a University and a department level. A distinctive feature of Brown's 2016 action plan is that academic and administrative units across the University were called upon to submit an approved Departmental Diversity and Inclusion Action Plan (DDIAP) aligned with the University's set of concrete actions to achieve equity and inclusion on campus. This established a foundation for university-wide commitment.

The DIAP also established a governance structure and accountability measures, including an annual report on University-level progress and annual reviews of department-level diversity efforts. This annual reporting provided the metrics, record of activities and programming, and ongoing assessment of progress that made it possible to embark on the essential next phase of fulfilling Brown's commitment to diversity and inclusion. DIAP Phase II presents an overview of the DIAP's progress and was informed by a robust assessment as well as feedback from the community over the past five years. The actions and resources detailed in Phase II are intended to set Brown on a path to implement transformative and sustained change across the University by 2025.

DIAP PHASE II: PURPOSE, PROCESS, KEY DEFINITIONS

Purpose

Pathways to Diversity and Inclusion: An Action Plan for Brown University (the DIAP) is grounded in the recognition that building a more diverse and inclusive academic institution is integral to Brown's mission of advancing knowledge and understanding. The DIAP provided a vision and set of concrete actions to renew and strengthen the University's commitment to developing and maintaining a diverse and inclusive campus community. The purpose of DIAP Phase II is to further advance the goals and desired outcomes within each priority area of the original action plan: I. People; II. Academic Excellence; III. Curriculum; IV. Community; V. Knowledge; and VI. Accountability. DIAP Phase II presents an opportunity for the University to reflect on and assess the impact of the DIAP over the past five years; refresh the goals and highlight new and continuing actions to address emerging issues and sustain progress; expand upon definitions that clarify the concepts of diversity and inclusion for our community; update the governance structure; and offer a set of tools to guide departments in the development of transformative goals that will build on this momentum.

Process

The process to develop DIAP Phase II emerged from years of collecting information from the Brown community about what is working well and what needs improvement. In spring and summer 2020, leaders in the Office of Institutional Equity and Diversity met with members of the President's Cabinet, the Corporation of Brown University, the Academic Department Chairs and Center and Institute Directors group and the OIED student advisory board, and various diversity deans from across campus, to review progress to date and plans for Phase II. Since the inception of the DIAP, OIED has met monthly during the academic year with the Diversity and Inclusion Oversight Board, a representative body charged with providing oversight of the DIAP, to ensure the goals are continuing to be met.

In addition to these meetings, OIED hosted a series of community town halls to discuss DIAP Phase II with students, faculty and staff. Building on the ideas brought forward in these forums and various discussions over the last several years, OIED met with offices that were responsible for implementing specific actions detailed in Appendix A of the 2016 DIAP to discuss successes, challenges and new opportunities to be implemented in DIAP Phase II.

To further inform DIAP Phase II, OIED conducted a formative assessment of the implementation of the goals and actions described in the original plan. This assessment outlines the University's progress toward the DIAP goals and provides an evaluation of departmental actions and objectives within each priority area.

The new and continuing actions found in DIAP Phase II build on the University's successes to date and address areas where there are opportunities to make Brown more inclusive for every member of the community, with an emphasis on individuals from historically underrepresented groups (HUGs). Members of the President's Cabinet will be responsible for leading the implementation of new actions, and the offices that report to them will work to ensure actions move the University toward its overall aspirations in these critical areas.

Timelines and metrics (where appropriate) for new and continuing actions were developed in collaboration with the respective responsible offices listed for each action (see DIAP Phase II Appendices E and F).

Key Definitions

To achieve our goal of increasing diversity and inclusion at Brown, DIAP Phase II continues to focus 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, Alaska Native, African American or Black, Hispanic or Latinx, and Native Hawaiian or Other Pacific Islander. These groups *as well as* women in the STEM[1] fields of science, technology, engineering and mathematics 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[2]. Below is a list of definitions for terms used in this plan, as well as in the original DIAP.

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[1] AAUW, February 2021, https://www.aauw.org/resources/research/the-stem-gap.
[2] U.S. Department of Education, National Center for Education Statistics. (2020). The Condition of Education 2020 (NCES 2020-144)

Diversity. A community composed of individuals with wide-ranging backgrounds with regard to their identity, including but not limited to gender, race, ethnicity, ability, sexual orientation, nationality, socioeconomic status and/or religion.

Inclusion. Community members, representing a full spectrum of identities, have a shared sense of belonging and feel welcomed, involved, empowered and valued.

Equity. Successfully creating structures and systems that disrupt existing and potential barriers that may disproportionately impact historically marginalized groups to ensure that all members of a community can thrive.

Historically underrepresented groups (HUGs). U.S. citizens or permanent residents who hold racial and ethnic identities that were previously, and may be currently, underrepresented at colleges and universities in the United States. These groups are defined as African American/Black, Hispanic/Latinx, American Indian/Alaska Native, and Native Hawaiian/Other Pacific Islander. There is a persistent, historical legacy of these groups being barred from access to higher education.

Underrepresented in medicine (UiM). Underrepresented in medicine refers to racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population[3]. When providing data on UiM populations, the Division of Biology and Medicine uses the same categories that are defined in historically underrepresented groups.

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[3] AAMC, February 2021, https://www.aamc.org/what-we-do/diversity-inclusion/underrepresented-in-medicine

Overview

The DIAP details a set of concrete, achievable actions that will make Brown a more fully diverse and inclusive academic institution that advances knowledge, promotes understanding and fulfills its mission of serving the community. The plan places an emphasis on the recruitment of individuals from historically underrepresented groups as well as women in STEM fields. Most of the progress on DIAP goals thus far has focused on students, faculty and staff from HUGs. Phase II will incorporate more intentional actions to increase the representation and improve the experience of women in STEM fields. Phase II will also include actions to build a more inclusive community and improve retention of individuals from HUGs and women in STEM. In addition to these actions, four major goals within the People priority area were articulated in the original DIAP. The University has made significant progress toward most of these goals and will implement actions to meet or exceed these goals by the end of Phase II. Each goal is listed below with an update on the University's progress since the 2014-15 academic year and plans for the goal during Phase II.

Status of Major Goals

1. Doubling the faculty from historically underrepresented groups by 2022.

In 2014-15, the academic year prior to the launch of the DIAP, faculty members from HUGs accounted for 8.1% (58 out of 720) of all regular faculty members at Brown. To attain the goal of doubling faculty representation from HUGs, the Office of the Provost collaborated with the Office of the Dean of the Faculty and OIED to develop faculty search processes that would yield diverse candidate pools and hires. The Office of the President also launched the Presidential Diversity Postdoctoral Fellowship initiative to create a pipeline for HUG candidates to join the faculty ranks in the American professoriate. Of the 28 presidential postdocs to have completed this program, 22 (79%) are in faculty positions across the country, with nine of the 22 (32%) in faculty positions at Brown. In addition to these approaches, academic departments have successfully recruited HUG faculty through cluster hiring and target of opportunity hiring. The combination of these University- and department-level efforts has resulted in the hiring of 42 new HUG faculty members in the past five years, increasing the total number of HUG faculty members to 100, or 12.6%, in the 2020-21 academic year (Figure A1).

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.

HUG graduate students represented 9.4% (196 out of 2,094) of the graduate student population in fall 2014. The Graduate School launched several recruitment and retention initiatives aimed at attracting more HUG graduate students. These initiatives include Diversity Preview Day for Ph.D. Students, which invites prospective students from HUGs to explore the campus and share their research with the campus community, and Graduate Student of Color Orientation, which provides an opportunity for incoming graduate students to learn about identity-focused campus resources and build community early in their tenure at Brown. In addition to these programs, the Graduate School offers supplemental fellowships to highly competitive HUG graduate students to make Brown more attractive to these scholars. As a result of these efforts, HUG graduate students represent 16.2% (405 out of 2,503) in the 2020-21 academic year (Figure A4), reflecting a doubling of the number of HUG graduate students since the launch of the DIAP. In DIAP Phase II, we will work diligently to support the HUG graduate student experience through dedicated funding and enhanced inclusive programming.

The Warren Alpert Medical School has continued to recruit students from groups that are underrepresented in medicine. The Early Identification Program in Medicine has been a longstanding pipeline program for the recruitment of UiM students from Tougaloo College, a historically Black college in Tougaloo, Mississippi. Overall, the number of UiM medical students at Brown increased from 120 in fall 2014 to 151 in fall 2020, reflecting a percentage increase from 24.3% in 2015 to 25.4% in 2020, due to increasing class sizes (Figure A5). During the 2019-20 academic year, the Office of Diversity and Multicultural Affairs at the medical school started a new mentoring program, Mentoring and Educating Diverse Students and Trainees to Excel as Physicians (MEDSTEP), with the goal of creating community and structured mentorship within the Medical School for individuals who self-identify as UiM.

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.

In 2014, prior to the launch of the DIAP, HUG undergraduates represented 20.8% (1,304 out of 6,264) of the total undergraduate student body. To provide more support to admitted applicants, resources for the A Day on College Hill (ADOCH) campus immersion event were increased to cover travel expenses for low-income students who had been admitted to the College. Financial resources were also offered to students to visit campus with a parent or guardian if they were unable to attend ADOCH. As a result of these initiatives, the percentage of HUG undergraduates increased to 22.0% in 2020-2021. In DIAP Phase II, the Office of College Admission will continue this trajectory by implementing a strategy plan to increase the yield of HUG undergraduates, with a particular focus on African American/Black-identified students in the future admission process.

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.

OIED developed the Administrative Fellows Program, which seeks to nurture talented and diverse staff members who are committed to enhancing their leadership skills and promoting more inclusive and equitable communities within higher education settings. Since the program launched in 2017, 20 staff members have participated in the program, completing projects that promote diversity and inclusion at Brown.

In addition, OIED partnered with University Human Resources to launch *Understanding the Impact of Unconscious Bias in a University Setting: A Module for Faculty and Staff.* This training was developed following an iterative process of focus groups with Brown faculty, students and staff, as well as input from several campus partners throughout multiple phases of project development. Faculty and staff were encouraged to complete the unconscious bias e-learning module and use the accompanying discussion guide to have in-depth conversations within their units. To date, 1,074 faculty and staff members have completed the training module.

Components

OIED assessed the extent to which Brown has met its DIAP goals — both at the University and departmental levels — through a series of evaluative steps. This formative assessment describes the process OIED conducted to understand the kind of DIAP-related initiatives that are occurring in academic and administrative departments. There are three components that comprise the formative assessment: 1) University DIAP Goal Assessment; 2) DDIAP Goal Assessment; and 3) DDIAP Activity Mapping. (All tables and figures referenced in this section are found in appendices A-D.)

1. University DIAP Goal Assessment

The guiding questions that informed the University DIAP Goal Assessment were: 1) did Brown achieve its stated DIAP goals?; and 2) were the individual DIAP action items designed to help Brown accomplish those goals completed and effective? To answer these questions, OIED collected narrative updates and requested relevant data to demonstrate progress made on each action to date from leaders of units that were responsible for implementing the DIAP actions. Based on the narratives and data presented, actions were classified as "in progress" (i.e., actions that will continue in Phase II); transitioning (i.e., actions that will be revised in Phase II); implemented (i.e., discrete tasks that have been completed); or incorporated into regular processes (i.e., actions that are an ongoing part of University business practice). The status of each action delineated in the DIAP is found in Appendix B. Table 1, below, summarizes the percentage of actions within each priority area that have been completed since 2016 or have been implemented and incorporated into relevant processes and procedures (i.e., ongoing).

Table 1. *Summary of Actions Completed between 2016 and 2020*

Priority Area	Total Number of Actions	Percentage Implemented or Incorporated into Regular Processes
People	26	85% (22)
Academic Excellence	6	100% (6)
Curriculum	5	100% (5)
Community	11	82% (9)
Knowledge	2	100% (2)
Accountability	6	100% (6)
Total	**56**	**89% (50)**

To assess the impact of the University's emphasis on recruiting and retaining individuals from historically underrepresented groups, OIED reviewed demographic trends from 2014-15 through 2020-21 for students, faculty and staff. Key findings from this analysis are outlined here (figures are found in Appendix A):

- **Faculty.** 12.6% of faculty (100 out of 793) in the 2020-21 academic year self-identified as members of a HUG, up from 8.1% (58 out of 720) in the 2014-15 academic year, prior to the release of the DIAP (Figure A1). This increase reflects the hiring of new faculty from HUGs across rank and academic divisions (figures A2 and A3).

- **Graduate Students.** 16.2% of graduate students (405 out of 2,503) in the 2020-21 academic year self-identified as members of a HUG compared to 9.4% (196 out of 2,094) in the 2014-15 academic year, prior to the release of the DIAP (Figure A4).

- **Medical Students.** 25.4% of medical students (151 out of 595) in the 2020-21 academic year self-identified as URiM [4]compared to 24.3% (120 out of 493) in the 2014-15 academic year, prior to the release of the DIAP (Figure A5).

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[4] URiM is used here for consistency with reports from the Warren Alpert Medical School. It represents the same groups that are identified as HUGs throughout the report. In 2020, the Medical School began using UiM in place of URiM as an abbreviation for identity groups that are underrepresented in medicine.

- **Undergraduate Students.** 22.0% of undergraduates (1,462 out of 6,645) in the 2020-21 academic year self-identified as members of a HUG compared to 20.8 % (1,304 out of 6,264) in the 2014-15 academic year, prior to the release of the DIAP (Figure A6).
- **Staff.** 18.3% of staff members (587 out of 3,213) in fall 2020 self-identified as a member of a HUG, up from 14.8% (445 out of 2,999) in fall 2014 (Figure A7).

Key Findings

A review of the actions implemented to achieve the goals of the DIAP revealed that a majority of the actions (89%) were implemented by the responsible offices. In many cases, the actions were incorporated into regular processes and procedures. The status of each action is found in <u>Appendix B</u>.

The percentage of individuals from HUGs has increased year over year for graduate students, faculty and staff since the launch of the DIAP. For undergraduate and medical students, there is an opportunity to develop and implement new strategies to recruit and retain individuals from HUGs and UiM groups.

2. Departmental Diversity and Inclusion Action Plan Goal Assessment

Progress on department-level Diversity and Inclusion Action Plans is an essential element of Brown's overall progress in meeting diversity goals on a University-wide level. OIED examined what proportion of goals were achieved in academic and administrative departments by reviewing Departmental Diversity and Inclusion Action Plans (DDIAPs). OIED examined 89 departments (59 academic, 30 administrative) that submitted a DDIAP and a subsequent annual update between 2015-16 and 2018-19. Across the 89 departments over the four- year period, a total of 899 goals (620 academic, 279 administrative) were analyzed. Figures from this review are found in <u>Appendix C</u>.

There are at least two limitations with this assessment. First, the original department-level progress reports analyzed were not created with consideration of this review. As such, many departments listed their goals as the foundation of their planning in their original DDIAPs, but did not comment on each goal in subsequent years when submitting DDIAP annual updates. This analysis relied only on what was reported, which may not be fully inclusive of every action that occurred within a department. Second, not all departments began pursuing their goals in the same time period. While most departments submitted DDIAPs in 2016, there were some departments that submitted their original DDIAP in a subsequent year. Although all academic and administrative departments with a requirement to submit an original DDIAP at the time of this analysis had done so, there is a fraction of departments that submitted their first DDIAP within the last two years. In these cases, it may be less likely that the departments have achieved their goals.

Key Findings

- OIED examined the proportion of goals that were set by departments across each priority area. The largest number of goals (397 goals, 44%) were set in the Community priority area, followed by the People priority area (235 goals, 26%) across all departments at Brown, while all other priority areas represented 10% or less of the goals set across all departments at Brown (Figure C1). The types of goals that were most commonly reported in the Community priority area included training, workshops, climate assessments and convenings, while common goals in the People priority area included emphasis on hiring and activities that support hiring. If a department expressed goals that did not map back to a relevant priority area, they were categorized as "No Specific Priority Area" and included goals such as updating staffing charts and department meetings, with no mention of DIAP-specific goals.
- We assessed whether goals put forth by departments were measurable and time-bound and found that this was true for 46% (413 goals). In many cases, departments expressed goals as ideas or aspirations.
- We also examined the goals that were achieved as reported by departments. Figure C2 suggests that just over one-third (312 goals, 35%) of goals across all departments at Brown were achieved. This means that most goals are still in progress, achieved but not reported in any of the DDIAP annual updates, or are no longer being pursued. To bring more clarity to the status of DDIAP goals, additional guidance for departments on the DDIAP annual update process will be provided.

3. Departmental Diversity and Inclusion Action Plan Activity Mapping Analysis

The objective of the DDIAP Activity Mapping Analysis was to establish a greater understanding of what kinds of actions departments are pursuing, the intended outcomes of those actions, and the constituent and identity groups that were supported by the actions. The mapping project was a snapshot in time, and the analysis was completed using only the annual updates submitted by departments in 2018-19. A total of 1,239 actions were reported and analyzed. Further, OIED ranked each action as either: 1) a declarative effort and policy that establishes a commitment to diversity; 2) a commitment demonstrated by an action, effort or program; 3) a sustained action anchored to a strategic framework, with evidence of positive impact; or 4) a transformative and culture-changing practice with sustained, prioritized action. The DDIAP Activity Mapping Analysis provides a sense of what actions are utilized across the University and identifies areas to improve the impact of departments' efforts to implement the DIAP. Figures from this project are found in <u>Appendix D</u>.

It should be noted that the DDIAP reports analyzed for this retrospective content analysis were not submitted with this specific type of analysis in mind. As such, the level of detail regarding the types of initiatives varies from department to department, with some providing a full listing of their activities and others providing an overview. This feature of the data reduces the precision of the overall mapping project. As a result of these limitations, the data in this report should be considered approximations rather than a precise accounting of DIAP activities in departments across the University in the 2018-19 academic year.

Key Findings

- Figure D1 displays the percentage of actions by their reported priority area. Departments most frequently reported actions focused on the Community priority area (354 actions, 29%). Actions focused on Accountability (41 actions, 3%), and Knowledge (5 actions, <1%) were discussed less frequently in the annual updates across all departments, indicating opportunities for improvement in these areas.

- Out of the 786 actions reported by administrative departments, the most commonly referenced actions involved training and professional development (124 actions, 27%), which includes participation in Brown's Professional Development Day, completion of the unconscious bias training module, and attending Diversity and Inclusion lunches. Out of the 453 actions reported by academic departments, the most commonly reported actions were the creation or continuance of courses for undergraduate and graduate students that focused on DIAP-related topics (159 actions, 20%) (Figure D2).

- OIED reviewed the populations impacted by the actions reported by departments in their annual updates (Figure D3). Actions intended to support staff (319 actions, 26%) and undergraduate students (259 actions, 21%) were the most prevalent, which is consistent with these two groups comprising the largest populations on campus.

- We also assessed departmental actions based on their identity group focus (Figure D4). Many actions were intended to broadly support diversity and inclusion and did not include a focus on a specific identity group (549 actions, 44%). Examples of such actions include office picnics or celebrations, unconscious bias training, or department retreats. Actions that focused on individuals from HUGs — such as faculty recruitment, courses with an emphasis on the experiences of HUG individuals and conferences focused on scholars from HUGs — were most prevalent (227 actions, 18%) when a specific identity group was defined.

- OIED evaluated the overall impact of the actions reported by departments using a range of impact levels. Actions that fall under Impact Level 1 are declarative efforts or policies that establish a commitment to diversity. An example of a Level 1 action would be encouraging staff to participate in professional development. Of all the actions reported, 13% (160 actions) were Level 1 actions. Impact Level 2 includes efforts or programs that demonstrate a commitment to diversity and inclusion, such as a guest speaker or event. Of all the actions reported, 74% (922 actions) were Impact Level 2 actions. Impact Level 3 actions include activities that are sustained and have shown positive impact, such as holding an annual professional development conference. Of all the actions reported, 8% (98 actions) were Level 3. Impact Level 4 includes actions that are sustained, prioritized, transformative and culture-changing, such as revising a concentration's entire curriculum. Of the reported actions, 5% (58 actions) were Level 4 (Figure D5).

Summary and Implications

There are several implications that may be drawn from the formative assessment reviews that inform DIAP Phase II. First, at the University level, sustained progress has been made with the increase of compositional diversity among faculty, graduate students and staff. While compositional diversity among medical students and undergraduate students has increased slightly since the launch of the DIAP, there are plans underway to expand recruitment among these groups.

At the departmental level, greater support may be necessary to help departments focus on their original goals or update their goals annually to account for new approaches to advancing diversity and inclusion. Individuals in leadership positions in departments may want to establish dedicated time periods to evaluate and readjust when assessing whether goals have been met. Further, department chairs, directors and managers should communicate goals, progress and outcomes regularly to ensure all constituents in the department are familiar with the DDIAP and with the progress being made.

The findings from the DDIAP Activity Mapping Analysis demonstrate there is a clear emphasis on education and training on issues related to diversity and inclusion. Most of the actions reported in the DDIAPs are at Impact Level 2. In DIAP Phase II, new goals put forth by departments should strive to attain the culture-changing transformation indicative of Impact Levels 3 and 4, as defined in the "Key Findings" section of this analysis.

Overview

DIAP Phase II describes new and continuing actions that will move the University forward in its mission of academic and research excellence and further toward its desired outcomes in each of the six priority areas — I. People, II. Academic Excellence, III. Curriculum, IV. Community, V. Accountability, and VI. Knowledge. Because DIAP Phase II is a continuation of the plan launched in 2016, actions that were not implemented or incorporated into regular business processes are also included in Phase II as continuing actions. The expansive list of actions implemented and/or incorporated into regular University operations from the original DIAP are detailed in Appendix B.

Each of the actions listed below were developed with the intention of maintaining the overarching spirit of the DIAP, including a focus on historically underrepresented groups and increasing the number of women in STEM. Cabinet leaders have been designated as the responsible officers for each of the actions, which will be implemented in collaboration with multiple offices in many cases. Summary tables of new and continuing actions, their respective responsible and implementing offices, and the anticipated implementation timeframe for each action are found in Appendix E and Appendix F.

The Phase II Action Plan

I. People

The People priority area in Phase II includes actions that will increase representation, retention and success among HUG students and employees as well as women faculty in STEM. Our compelling interest in diversity recruitment is clear: It confers unmatched educational benefits and remains central to Brown's ability to carry out its mission at the highest standards of academic excellence.

New Actions

- A long-standing goal, even prior to the DIAP, was to increase the percentage of Black/African American undergraduates at the University. In Phase II, the Office of College Admission will implement a plan to increase the representation of Black/African American applicants in the Early and Regular Decision pools, and increase the undergraduate Regular Decision yield for Black/African American-identified students to 50% over the next five years.

- The University remains committed to the recruitment and retention of women faculty in STEM fields and will work with relevant academic deans to use benchmark data and the University's Affirmative Action Plan to meet a strategic goal of doubling the percentage of women faculty in STEM across ranks.

- Service on alumni advisory boards and councils can become a pathway to leadership roles within the Brown Alumni Association and the Corporation. To ensure that HUG alumni are represented on these critical alumni bodies, the University will develop metrics on alumni engagement and set a goal to increase the number of alumni from HUGs in leadership roles (e.g., advisory councils, BAA committees, the Corporation, etc.).

- The College, Graduate School, Office of the Dean of the Faculty and University Human Resources will assess the experiences and outcomes of students, faculty and staff across race and other aspects of identity and develop a plan to address disparities that emerge in order to improve campus climate and culture, as well as overall sense of belonging.

Continuing Actions

- OIED assesses employment data as a part of its annual Affirmative Action Plan federal requirements. This information will be used to educate University leadership and hiring managers about underutilization of HUGs in the workplace and setting good faith efforts to achieve hiring goals for faculty and staff that should be aligned with DDIAP goals.

- As one of the largest employers in the state of Rhode Island, Brown is in a position to expand opportunities for diverse candidates to become regular employees. To that end, University Human Resources will develop pipeline programs to ensure diverse community members have clear pathways to becoming regular staff members.

- Cohort-based programs that provide professional development opportunities for HUG graduate students and postdocs have demonstrated success in BioMed departments. The Office of the Provost in partnership with the Graduate School will continue to expand, assess and institutionalize programs like Initiative to Maximize Student Development — a research training support program that has increased HUG participation in life science fields — to other departments.

- To gain an understanding of the impact of pipeline programs for HUG faculty, the Office of the Dean of the Faculty will assess the success of these initiatives (e.g., Mellon Gateway and Presidential Diversity postdoctoral fellowships) since the launch of the DIAP.

- In the last five years, members of the Tenure, Promotions and Appointments Committee have participated in diversity, equity and inclusion training in advance of their faculty reviews. The Office of the Dean of the Faculty will work with OIED to continue to implement this training and assess its effectiveness over the next five years.

- Cluster hiring has been responsible for 9% of all new HUG faculty hires since 2015, demonstrating its effectiveness as a means to recruit strong candidates to Brown. The Office of the Dean of the Faculty will further define and continue to pursue these hiring opportunities, especially for candidates with multidisciplinary research interests.

- Since the launch of the DIAP, 32% of HUG faculty hires were the result of the Target of Opportunity Program. The senior academic deans will continue this program in Phase II.

- The Provost's Visiting Professors Program launched in fall 2016 with three inaugural visiting professors who had appointments in several academic departments. The Office of the Provost will continue to support this program.

II. Academic Excellence

Academic excellence in the context of diversity and inclusion means creating a learning environment in which students from all backgrounds can thrive in their chosen fields of study; providing scholarly resources to support education and leading-edge research; and 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 Academic Excellence priority area in Phase II includes actions that will increase opportunities for — and production of — scholarship and research on issues of equity, justice, power and privilege, impacting historically underrepresented people and communities locally, nationally and globally.

New Actions

- The Brown University Library will establish and maintain a comprehensive set of resources that synthesize research on diversity, equity and inclusion broadly to inform related teaching, research and learning across the University.

In addition, new actions articulated in the People, Curriculum and Community priority areas also advance goals for Academic Excellence, including:

- increasing diversity in undergraduate recruiting, particularly Black/African American applicants (see the People section);

- diversifying recruitment efforts for women in STEM (see the People section);

- assessing pipeline programs for faculty recruiting and cluster hiring (see the People section);

- increasing HUG participation in graduate programs (see the People section);

- assessing outcomes of students, faculty and staff across race and other identities to reduce disparities (see the People section);

- increasing engagement with diversity, equity and inclusion topical areas for undergraduates and graduate students (see the Curriculum section); and

- sustaining administrative support for graduate and medical students (see the Community section).

Continuing Action

- The Office of the Provost and the Office of the Dean of the Faculty have collaborated to support programs and initiatives at research centers focused on race, ethnicity and immigration (e.g., Center for the Study of Race and Ethnicity in America and Center for the Study of Slavery and Justice). These centers will continue to be supported in Phase II, including an enhanced focus on fundraising in these areas.

III. Curriculum

The Curriculum priority area in Phase II includes actions that will increase opportunities for members of the Brown community to engage with issues of diversity, equity and inclusion throughout the curriculum.

New Actions

- The College will assess engagement with diversity, equity and inclusion topical areas (i.e., race, gender, inequality) based on the number of courses, number of enrollments, number and demographic breakdown of instructors and percentage of departments offering courses addressing these topics. This information will be used to inform reviews of concentration and curricular support for DIAP courses.

- Participation in scholarly discourse is a critical component of the graduate student curriculum. The Graduate School in partnership with other academic deans will increase engagement with diversity, equity and inclusion topical areas within graduate programs and the University at large (e.g., visiting lectures, graduate colloquia, panels, etc.).

Continuing Action

- The College recognizes the impact of experiential learning opportunities on an undergraduate student's academic success. In Phase II, support for experiential learning opportunities including research, internships, fellowships and community engagement will be expanded.

IV. Community

The Community priority area in Phase II includes actions that will improve the climate and culture within and across departments and increase relational and transformational forms of engagement with the Rhode Island community.

New Actions

- There are more HUG graduate students at Brown than ever before, and the programs and initiatives that support these students must be sustained. The Graduate School and the Division of Campus Life will establish a strategic collaborative effort to provide administrative support and resources for HUG graduate student initiatives and programming.

- There are several efforts across the University that are serving the Providence and Rhode Island communities. To coordinate these efforts, Brown's Office of Government and Community Relations will develop standard practices for listening to and engaging with these communities, as well as improve mechanisms to track and report on Brown's contributions to Providence and Rhode Island.

- As the Warren Alpert Medical School develops a more inclusive culture for students, faculty and staff from HUGs, the Division of Biology and Medicine will establish increased administrative support and resources for HUG medical students and house staff initiatives in support of this goal.

- After an external review of the Department of Public Safety, the vice president for planning and policy recognized a need for community-wide discussion. The Brown University Community Council — the University-wide representative forum for issues of interest to the Brown community — will convene facilitated conversations to engage students, faculty and staff in identifying ways to improve Brown's approach to ensuring the safety and security of our community, including a reimagining of the Department of Public Safety.

- In an effort to create a meaningful acknowledgement of the Indigenous peoples and their connections to the land that Brown University currently occupies, the Native American and Indigenous Studies Initiative will work with campus leaders on developing a process to establish a University procedure and guidance for appropriate and historically accurate land acknowledgments.

- Computing and Information Systems and the Office of University Communications will lead efforts to provide technology solutions, support and training to systematically address web and digital accessibility challenges to ensure an equitable experience for individuals with disabilities across all major web and technology platforms and experiences.

- The principles of diversity, equity and inclusion can be applied to the business decisions of the University. Brown has an opportunity to have an economic impact on minority- and women-owned businesses. As such, Strategic Purchasing, Contracts and Insurance will develop and implement a plan to create a baseline for tracking and increasing the number of minority- and women-owned business suppliers and vendors registered to do business with Brown, and increase total University expenditures with minority- and women-owned business suppliers and vendors.

Continuing Actions

- In 2006, the Brown University Steering Committee on Slavery and Justice issued a report examining the legacy of slavery throughout Brown's history. As the University continues to grapple with this legacy, this history is especially prescient. This study will remain a part of the ongoing conversation, and the Office of University Communications will develop new ways to feature the findings of the Slavery and Justice Report on the University website.

- 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. Since 2016, Counseling and Psychological Services (CAPS) has increased the number of therapists from diverse backgrounds and changed its model to increase its capacity to support students. CAPS will continue to provide adequate levels of culturally competent, licensed and confidential counseling services.

- An academic advising dean in the College dedicated to working with and supporting students with high demonstrated financial need will continue to support the critical living and learning expenses for low-income students.

- The Office of Alumni Relations will collaborate with CareerLAB and the Division of Campus Life to develop and support mentoring programs to connect Brown alumni to undergraduates from HUGs.

V. Knowledge

The Knowledge priority area in Phase II includes actions that will increase the collection and reporting of data to inform progress on DIAP priority areas and increase learning opportunities for faculty and staff.

New Actions

- Understanding the experiences of specific groups is critical for the University to improve its campus climate for all community members. To gather more informative data to support this goal, OIED will partner with the Office of Institutional Research to establish a University-level commitment to disaggregate data by race and gender whenever possible and convene a working group to design and implement a plan to seek data collection on religion, sexual orientation, disability, and gender identity while maintaining privacy and confidentiality.

- The University continues to develop evidence-based initiatives in response to climate survey data. To further this effort, OIED will increase its capacity to analyze and use data to inform recommendations to improve diversity, inclusion and climate on campus.

- To facilitate access to professional development opportunities that expand knowledge on topics related to diversity, equity and inclusion, OIED, in partnership with the Talent Development office in University Human Resources and the student identity centers in Campus Life, will create a database of internal and external professional development and learning resources related to these topics.

Continuing Actions

- After an initial campus climate survey was administered in spring 2016 to understand the perceptions and experiences of Brown community members regarding the campus climate, a revised University-wide campus climate study was developed and implemented in 2018. The data from this study provides baseline data to which subsequent survey responses can be compared. In Phase II, OIED will continue to oversee the University-wide campus climate survey on a recommended three-year interval.

- It is imperative that all members of the Brown community have opportunities to expand their knowledge in topics related to diversity, equity and inclusion. OIED will continue to develop and run professional development workshops on race, sexual orientation and gender identity.

VI. Accountability

The Accountability priority area in Phase II includes actions that will improve processes to assess DIAP implementation and the impact at the University and departmental levels.

<u>New Actions</u>

- DDIAPs are in place to ensure that each department is working toward the shared goals of the DIAP. To guide the development and assessment of these plans, OIED will create DIAP rubrics for administrative and academic departments.

- Each step of the search process for employees presents an opportunity to identify candidates who are committed to the ideals of diversity, equity and inclusion. To standardize criteria, University Human Resources will incorporate language in job descriptions requiring applicants to demonstrate some level of relevant experience and/or commitment to the University's strategic priorities on diversity, equity and inclusion. The Office of the Dean of the Faculty has already begun work in this area. An evaluation of these criteria will be incorporated into the entire candidate search process for both faculty and staff.

- Faculty represent one of the most consistent segments of the Brown community. Their commitment to diversity and inclusion goals within their department ensure that these initiatives will continue to be carried forward. To encourage this commitment, the academic deans will incorporate contributions to diversity and inclusion goals in faculty activity reports and annual reappointment reviews.

- To ensure that members of the community are well-versed in the latest University policies aligned with diversity, equity and inclusion standards, OIED will collaborate with University Human Resources, the Division of Campus Life and academic deans to embed education and training on non-discrimination and anti-harassment, Title IX and bias policies into orientation and training for leadership roles held by students, faculty and staff.

<u>Continuing Actions</u>

- A key feature of the DIAP is the requirement of each department to develop and report progress on their own action plans. In Phase II, departments will be encouraged to assess their progress and continue as well as develop new transformative and culture-changing goals in consultation with OIED.

- As a part of Phase II, the governance structure and oversight of the DIAP was revised to accurately reflect the roles of the Diversity and Inclusion Oversight Board, Diversity Steering Committee, and the Corporation Committee on Equity, Diversity and Inclusion (<u>Appendix G</u>). These groups will provide continuous oversight of the DIAP and DIAP Phase II, while OIED will oversee implementation.

CONCLUSION

Brown has made significant progress toward implementing the actions and achieving the goals detailed in the DIAP. This progress is evidenced by an increase in HUG faculty and graduate students, as well as an increase in opportunities for education and training on topics related to diversity, equity and inclusion. While we celebrate this progress, opportunities still remain to make our community more inclusive, transform policies and processes to center equity as a University priority, and differentiate and support groups that have been barred from access to higher education by federal policy and persistent racist ideology.

The 2016 DIAP set a fundraising goal of $165 million to assist in realizing our goals. As of January 2021, Brown has committed $157.3 million toward these efforts through a combination of existing operational funds and donor contributions to support diversity and inclusion over the past five years. University operational commitments and fundraising efforts to maintain this momentum will continue in Phase II.

While the Diversity and Inclusion Oversight Board, Diversity Steering Committee, and the newly formed Corporation Committee on Equity, Diversity and Inclusion will provide leadership and oversight, the DIAP remains a campus-wide endeavor that requires all campus leaders and community members to contribute to its success. To support this ongoing work, additional resources are being developed to facilitate the implementation of Phase II. Information related to the DIAP will be featured in a more concise, yet comprehensive website (diap.brown.edu). This website will include an enhanced diversity dashboard that reports actionable data and incorporates user-friendly visualizations intended to provide transparency and inform decisions related to diversity and inclusion goal setting.

A key element of the DIAP is the campus-wide involvement of academic and administrative units across Brown to realize these goals. OIED intends to meet with each department in summer 2021 to discuss ways that its DDIAP can be revised to align with Phase II. Departments will also be provided with a DIAP rubric that will guide future annual updates. In fall 2021, OIED will also launch the DIAP Liaison and Ambassadors program. Liaisons (staff and faculty) and Ambassadors (students) will be trained to become knowledgeable on campus resources available to their departments and serve as a link to OIED to ensure successful programs and responsive strategies to create and sustain inclusive learning and working environments.

In DIAP Phase II, Brown recognizes that we must call on all who live, work and study at the University to create a successful, inclusive, academic community that embodies the social and intellectual diversity of the world. The actions and resources detailed in Phase II are intended to set us on a path to implement transformative and sustained change across the University by 2025.

DIAP PHASE II AFTERWORD
by Provost Richard M. Locke

This is a monumental moment. We have marked five years of deliberate and intentional efforts that have made Brown University a better, stronger, more diverse academic institution, positioned to fulfill our mission of teaching, research and service in ever more relevant, rigorous and meaningful ways.

Guided by *Pathways to Diversity and Inclusion: An Action Plan for Brown University* (DIAP), the University has made substantial investments, crafted policies and established systems that have allowed us to make measurable progress across a number of dimensions — with an emphasis on the people who make up Brown University. It is upon this sturdy foundation that we move to the next phase of our work, recommitting to our strategy of achieving excellence by cultivating a diverse and inclusive academic community.

As underscored in DIAP Phase II — this companion document to the original Diversity and Inclusion Action Plan — we know that Brown's excellence and impact are determined by the people who come to the University to work, teach, study and conduct research. That's why the central focus of Brown's diversity, equity and inclusion efforts has been to attract, retain and support the most talented individuals from a wide array of backgrounds, experiences and perspectives.

As this plan illustrates, we have seen measurable growth in the numbers and percentages of staff, faculty and undergraduate, graduate and medical students from historically underrepresented groups. This progress has required University-wide involvement and engagement, and the impact can also be seen and felt across Brown — through research conducted and courses taught, and through mentorship, advising and sense of community. With DIAP Phase II, we will intensify our efforts to continue these trajectories. This is essential so that we may benefit from an ever-widening array of experiences and perspectives as we seek to challenge, refine and sharpen our understanding of pressing societal issues.

While compositional diversity is essential, the original DIAP made clear that providing an environment in which all members of our community are treated with respect and dignity is equally vital to promoting excellence and inspiring collaboration and the freedom to take intellectual risk. Quantitative and qualitative data derived through climate surveys and conversations have illustrated that some areas of the University have excelled, while others have more work to do to foster inclusive climates for faculty, staff and students.

DIAP Phase II provides mechanisms to continue this effort, and to innovate, learn from and replicate best practices. Through the work ahead, we will ensure that every area of the University embraces and reflects our values of belonging and inclusivity. This will include more opportunities for personal and professional development, which members of our community both appreciate and desire. OIED has sponsored exceptional initiatives to advance this goal, and offices and departments across the University have undertaken meaningful work to gain a deeper understanding of issues related to race, racial bias and systemic racism, building community in the process.

As a leader in a number of research areas that are central to the goals of the DIAP, Brown has much to contribute to this ongoing development. For example, we have witnessed the power of series such as "This Is America," curated by the Center for the Study of Slavery and Justice, and "Race &" in America, co-sponsored by the Center for the Study of Race and Ethnicity in America and the Office of the Provost to engage communities within and beyond Brown. Moving forward, we will contribute to ongoing development efforts by elevating and making widely available through programming the consequential and distinctive work of University scholars, schools, centers, departments and institutes.

Central to the DIAP has been a commitment to accountability. The structures and systems in the DIAP, which were built through an inclusive community process, have required and ensured ongoing attention to the goals of the plan. DIAP Phase II extends this commitment to transparency, communication and clear measures of accountability. It also ensures that this essential work will continue — fully supported — and evolve in response to both crucial advancements and inevitable setbacks.

As we launch the next phase of our work to propel momentum and strengthen diversity and inclusion at Brown, I recall vividly the deep engagement of students, faculty, staff and alumni in contributing to and shaping the original DIAP. It was through the candid, sometimes intense, yet always illuminating discussions that we were able to create a comprehensive and meaningful action plan for diversity, equity and inclusion, reflective of our community's needs and aspirations.

The commitment to this work is what has and will continue to set Brown apart. Our goal is for every member of the Brown community to actively engage in this work, and this same focus, persistence and widespread, shared commitment is what is essential for lasting culture change.

We are in a relay for change, passing the baton for the next leg of our work. Given where we have been, where we are, and where we're going, let us become recharged by the importance of the work, and fully commit our energy for the miles ahead.

Figure A1. *Faculty from HUGs and Women in STEM (2014-2021)*

Regular Faculty

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
HUG by Rank	Professor	18 (4.8%)	21 (5.6%)	22 (5.8%)	26 (6.5%)	32 (7.8%)	33 (8.0%)	34 (8.5%)
	Associate Professor	17 (13.8%)	17 (12.5%)	16 (13.0%)	17 (14.1%)	12 (9.7%)	21 (13.5%)	24 (15.8%)
	Assistant Professor	18 (12.7%)	22 (16.7%)	27 (18.9%)	31 (20.9%)	37 (25.0%)	32 (22.4%)	33 (29.0%)
	Lecturers	5 (7.0%)	*	6 (8.2%)	5 (7.7%)	5 (6.9%)	7 (9.2%)	9 (12.3%)
Total		**58 (8.1%)**	**64 (8.7%)**	**71 (9.5%)**	**79 (10.4%)**	**86 (11.1%)**	**93 (11.8%)**	**100 (12.6%)**
Women	Life and Medical Sciences	49 (31.5%)	50 (30.9%)	54 (32.5%)	51 (31.7%)	55 (31.5%)	57 (31.3%)	59 (33.3%)
	Physical Sciences	28 (15.5%)	31 (17.6%)	30 (15.8%)	28 (15.1%)	27 (14.1%)	28 (14.6%)	31 (15.7%)
	Social Sciences	66 (36.8%)	72 (40.7%)	77 (42.2%)	77 (41.3%)	79 (42%)	81 (41.5%)	82 (40.8%)
Total		**143 (19.9%)**	**153 (20.9%)**	**161 (21.5%)**	**156 (20.6%)**	**161 (20.9%)**	**166 (21.1%)**	**172 (21.7%)**
Number of All Faculty		720	732	749	758	772	786	793

*Figure omitted to preserve data privacy.

Note: For ranks, percentages represent the portion of HUGs among faculty within each rank. HUG percentages are calculated among U.S. residents for whom race is known, except totals, which are among all faculty (including non-U.S., and those for whom race/ethnicity is unknown). The total percentage of women faculty represents women faculty in the disciplines listed among all faculty.

Figure A2. *New Faculty Hires from HUGs by Rank (2015-2021)*

Percent of New Faculty Hires from HUGs
(bar labels show percent of hires from HUGs)

Academic Year	Rank	% Hires from HUGs
2015-16 7 total HUGs 38 total hires	Professor	25%
	Associate Professor	0%
	Assistant Professor	19%
	Senior Lecturer	†
	Lecturer	0%
2016-17 9 total HUGs 37 total hires	Professor	0%
	Associate Professor	50%
	Assistant Professor	25%
	Senior Lecturer	†
	Lecturer	25%
2017-18 9 total HUGs 37 total hires	Professor	22.2%
	Associate Professor	20%
	Assistant Professor	30%
	Senior Lecturer	†
	Lecturer	0%
2018-19 9 total HUGs 39 total hires	Professor	14.3%
	Associate Professor	20%
	Assistant Professor	30%
	Senior Lecturer	0%
	Lecturer	20%
2019-20 13 total HUGs 41 total hires	Professor	66.7%
	Associate Professor	57.1%
	Assistant Professor	23.8%
	Senior Lecturer	0%
	Lecturer	25%
2020-21 10 total HUGs 36 total hires	Professor	0%
	Associate Professor	†
	Assistant Professor	34.8%
	Senior Lecturer	0%
	Lecturer	28.6%

Rank
- Professor
- Associate Professor
- Assistant Professor
- Senior Lecturer
- Lecturer

% Hires from HUGs

† No hires (from HUGs or otherwise) within these ranks/academic years.

Figure A3. *New Faculty Hires by Division (2015-2021)*

Percent of New Faculty Hires from HUGs
(bar labels show percent of hires from HUGs)

Academic Year	Division	% Hires from HUGs
2015-16 7 from HUGs 38 total hires	Humanities	14.3%
	Life and Medical Sciences	28.6%
	Physical Sciences	18.2%
	Social Sciences	15.4%
2016-17 9 from HUGs 37 total hires	Humanities	23.1%
	Life and Medical Sciences	16.7%
	Physical Sciences	14.3%
	Social Sciences	36.4%
2017-18 9 from HUGs 37 total hires	Humanities	22.2%
	Life and Medical Sciences	10%
	Physical Sciences	28.6%
	Social Sciences	36.4%
2018-19 9 from HUGs 39 total hires	Humanities	20%
	Life and Medical Sciences	16.7%
	Physical Sciences	20%
	Social Sciences	42.9%
2019-20 13 from HUGs 41 total hires	Humanities	20%
	Life and Medical Sciences	33.3%
	Physical Sciences	22.2%
	Social Sciences	46.2%
2020-21 10 from HUGs 36 total hires	Humanities	25%
	Life and Medical Sciences	42.9%
	Physical Sciences	0%
	Social Sciences	38.5%

Division
- Humanities
- Life and Medical Sciences
- Physical Sciences
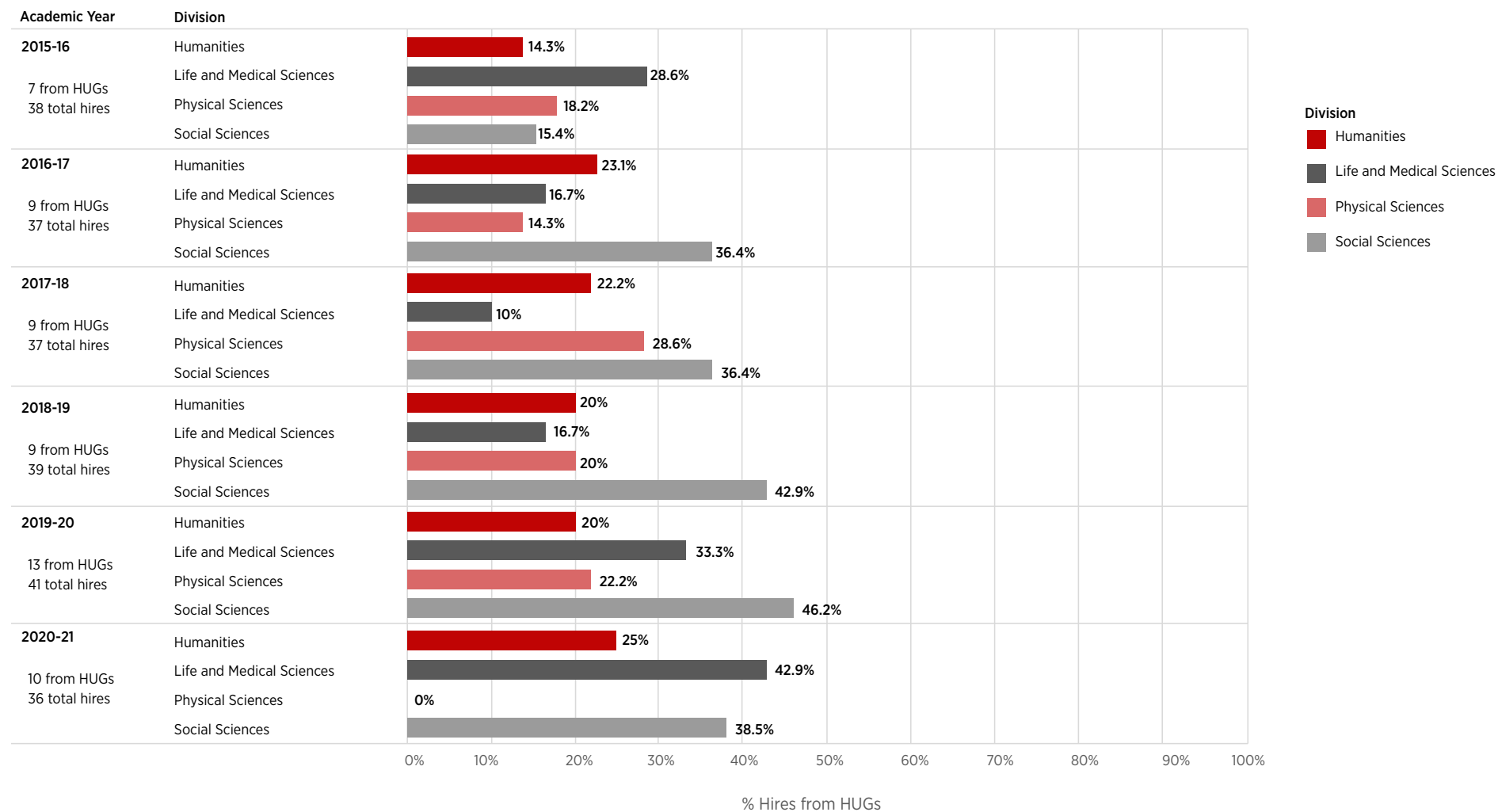- Social Sciences

% Hires from HUGs

Figure A4. *Graduate Student Enrollment (2014-2020)*

Graduate Students

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
American Indian or Alaska Native	2 (0.1%)	2 (0.1%)	3 (0.1%)	4 (0.2%)	5 (0.2%)	2 (0.1%)	6 (0.2%)
Asian	113 (5.4%)	127 (5.7%)	133 (5.9%)	149 (6.0%)	171 (6.6%)	180 (7.1%)	191 (7.6%)
Black or African American	72 (3.4%)	87 (3.9%)	82 (3.6%)	101 (4.0%)	128 (5.0%)	148 (5.8%)	164 (6.6%)
Hispanic or Latino	107 (5.1%)	110 (4.9%)	131 (5.8%)	145 (5.8%)	175 (6.8%)	170 (6.7%)	186 (7.4%)
Native Hawaiian or Other Pacific Islander	3 (0.1%)	1 (<0.1%)	0 (0.0%)	1 (<0.1%)	1 (<0.1%)	1 (<0.1%)	2 (0.1%)
Two or More HUGs	12 (0.6%)	11 (0.5%)	18 (0.8%)	32 (1.3%)	44 (1.7%)	40 (1.6%)	47 (1.9%)
Two or More Non-HUGs	7 (0.3%)	12 (0.5%)	10 (0.4%)	18 (0.7%)	26 (1.0%)	32 (1.3%)	40 (1.6%)
Race/Ethnicity Unknown	181 (8.6%)	203 (9.1%)	203 (9.0%)	192 (7.7%)	160 (6.2%)	136 (5.4%)	119 (4.8%)
International (non-U.S. citizen)*	726 (34.7%)	826 (37.0%)	838 (37.1%)	921 (36.9%)	967 (37.4%)	989 (38.9%)	921 (36.8%)
White	871 (41.6%)	851 (38.2%)	839 (37.2%)	931 (37.3%)	907 (35.1%)	842 (33.1%)	827 (33.0%)
HUG Total	**196 (9.4%)**	**211 (9.5%)**	**234 (10.4%)**	**283 (11.3%)**	**353 (13.7%)**	**361 (14.2%)**	**405 (16.2%)**
Grand Total	**2,094**	**2,230**	**2,257**	**2,494**	**2,584**	**2,540**	**2,503**

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

Degree-seeking graduate students only.

Figure A5. *Medical Student Enrollment (2014-2020)*

Medical Students

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
American Indian or Alaska Native	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.2%)	1 (0.2%)	1 (0.2%)
Asian	145 (29.4%)	152 (29.0%)	158 (29.0%)	142 (25.0%)	142 (24.3%)	139 (23.3%)	139 (23.4%)
Black or African American	54 (11.0%)	52 (9.9%)	54 (9.9%)	56 (9.9%)	51 (8.7%)	52 (8.7%)	54 (9.1%)
Hispanic or Latino	60 (12.2%)	62 (11.8%)	63 (11.6%)	70 (12.3%)	70 (12.0%)	77 (12.9%)	83 (13.9%)
Native Hawaiian or Other Pacific Islander	3 (0.6%)	1 (0.2%)	0 (0.0%)	1 (0.2%)	1 (0.2%)	1 (0.2%)	1 (0.2%)
Two or More UiMs	3 (0.6%)	6 (1.1%)	4 (0.7%)	4 (0.7%)	9 (1.5%)	11 (1.8%)	12 (2.0%)
Two or More Non-UiMs	9 (1.8%)	9 (1.7%)	11 (2.0%)	15 (2.6%)	13 (2.2%)	15 (2.5%)	18 (3.0%)
Unknown	23 (4.7%)	22 (4.2%)	17 (3.1%)	18 (3.2%)	16 (2.7%)	11 (1.8%)	12 (2.0%)
International (non-US citizens)*	7 (1.4%)	7 (1.3%)	3 (0.6%)	3 (0.5%)	3 (0.5%)	5 (0.8%)	5 (0.8%)
White	189 (38.3%)	213 (40.6%)	235 (43.1%)	259 (45.6%)	279 (47.7%)	285 (47.7%)	270 (45.4%)
UiM Total	**120 (24.3%)**	**121 (23.1%)**	**121 (22.2%)**	**131 (23.1%)**	**132 (22.6%)**	**142 (23.8%)**	**151 (25.4%)**
Grand Total	**493**	**524**	**545**	**568**	**585**	**597**	**595**

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

Figure A6. *Undergraduate Student Enrollment (2014-2020)*

Undergraduate Students

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
American Indian or Alaska Native	24 (0.4%)	27 (0.4%)	31 (0.5%)	30 (0.4%)	24 (0.4%)	24 (0.4%)	24 (0.4%)
Asian	805 (12.9%)	842 (13.3%)	928 (14.1%)	985 (14.8%)	1,043 (15.4%)	1,140 (16.7%)	1,230 (18.5%)
Black or African American	419 (6.7%)	424 (6.7%)	429 (6.5%)	424 (6.4%)	435 (6.4%)	463 (6.8%)	480 (7.2%)
Hispanic or Latino	709 (11.3%)	719 (11.4%)	768 (11.7%)	770 (11.5%)	774 (11.5%)	759 (11.1%)	737 (11.1%)
Native Hawaiian or Other Pacific Islander	10 (0.2%)	10 (0.2%)	13 (0.2%)	12 (0.2%)	10 (0.1%)	12 (0.2%)	11 (0.2%)
Two or More HUGs	142 (2.3%)	162 (2.6%)	162 (2.5%)	164 (2.5%)	181 (2.7%)	192 (2.8%)	210 (3.2%)
Two or More Non-HUGs	199 (3.2%)	231 (3.7%)	248 (3.8%)	239 (3.6%)	238 (3.5%)	223 (3.3%)	209 (3.1%)
Unknown	503 (8.0%)	438 (6.9%)	401 (6.1%)	367 (5.5%)	396 (5.9%)	316 (4.6%)	243 (3.7%)
*International (non-US citizens)	725 (11.6%)	753 (11.9%)	744 (11.3%)	751 (11.3%)	751 (11.1%)	782 (11.4%)	737 (11.1%)
White	2,728 (43.6%)	2,714 (42.9%)	2,856 (43.4%)	2,928 (43.9%)	2,900 (43.0%)	2,923 (42.8%)	2,764 (41.6%)
HUG Total	**1,304 (20.8%)**	**1,342 (21.2%)**	**1,403 (21.3%)**	**1,400 (21.0%)**	**1,424 (21.1%)**	**1,450 (21.2%)**	**1,462 (22.0%)**
Grand Total	**6,264**	**6,320**	**6,580**	**6,670**	**6,752**	**6,834**	**6,645**

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

**Brown University developed a three-semester model for academic year 2020-21 to help with de-densification during the pandemic. As such, our first-year population matriculated for the first time in January instead of in September. The 1,768 undergraduate, first-time, first-year students who were estimated to matriculate on Jan. 20, 2021, are included here as full-time, degree-seeking students.

Figure A7. *Proportion of HUG Staff Representation by Job Type (2014-2020)*

Staff from HUGs by Job Type

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Academic and Student Support Services	42 (12.5%)	45 (13.1%)	50 (14.8%)	51 (15.2%)	71 (19.6%)	76 (19.8%)	80 (23.4%)
Administration / Management	19 (9.1%)	17 (8.2%)	20 (8.4%)	21 (9.0%)	29 (12.8%)	37 (13.1%)	49 (15.4%)
Administrative and Business Support	73 (14.8%)	77 (16.1%)	89 (18.4%)	90 (19.3%)	83 (19.4%)	78 (19.5%)	70 (18.9%)
Athletics	15 (11.9%)	18 (14.5%)	17 (14.3%)	15 (12.6%)	16 (17.6%)	24 (18.0%)	20 (16.1%)
Communications and Events	5 (5.0%)	6 (6.0%)	9 (8.3%)	9 (8.1%)	12 (10.8%)	16 (11.4%)	19 (11.8%)
Development and Alumni Affairs	7 (7.2%)	7 (7.2%)	7 (7.2%)	7 (6.8%)	19 (13.1%)	20 (13.4%)	19 (13.5%)
Finance and Research Administration	25 (10.9%)	20 (8.7%)	22 (9.4%)	23 (10.6%)	29 (11.3%)	29 (11.4%)	28 (10.5%)
Information Technology	18 (5.3%)	22 (6.3%)	23 (7.2%)	23 (6.9%)	34 (10.3%)	37 (10.5%)	36 (10.3%)
Library, Museums, and Performing Arts	*	*	5 (6.2%)	6 (8.1%)	10 (7.8%)	8 (10.4%)	8 (10.7%)
Research	41 (15.4%)	38 (14.2%)	40 (15.0%)	44 (16.0%)	52 (16.4%)	52 (16.4%)	48 (15.1%)
Safety and Facilities	12 (11.8%)	13 (13.6%)	12 (12.2%)	13 (13%)	13 (14.8%)	17 (15.5%)	18 (16.1%)
Union	181 (30.4%)	179 (29.8%)	168 (29.2%)	169 (28.3%)	171 (30.5%)	184 (30.5%)	188 (31.3%)
Staff from HUGs Total	**445 (14.8%)**	**450 (15.0%)**	**468 (15.3%)**	**502 (16.3%)**	**540 (17.1%)**	**583 (18.0%)**	**587 (18.3%)**
Total Staff	**2,999**	**3,008**	**3,059**	**3,077**	**3,159**	**3,239**	**3,213**

Note: Grand totals may exceed the totals of job type figures for a given year, as job types are not designated for all staff (e.g., those on long-term disability).

* Figure omitted to preserve data privacy.

APPENDIX B: UNIVERSITY GOAL ASSESSMENT

The tables below provide a status update on the 2016 actions from the original Appendix A of the DIAP and fall into one of the following categories: incorporated into regular processes (actions are an ongoing part of University business practice); implemented (discrete tasks have been completed); in progress (actions that will continue in Phase II); or transitioning (actions that will be revised in Phase II).

People

Status of DIAP Actions to Support Faculty (2016-2019)

Require departments to submit a plan for diversification and inclusion before authorization of faculty hiring	✓ Incorporated into regular processes

Departments are required to submit hiring plans that incorporate plans to diversify the applicant pool into the search and hiring process

Create endowed professorships for researchers on issues of diversity, social justice, power and privilege	✓ Implemented

The Office of the Provost is actively working with the Office of Advancement to raise funds for professorships as part of the BrownTogether fundraising campaign. As of March 2020, $75.9M has gone toward supporting the hiring of faculty from HUGs.

Connect with diverse early-career scholars	✓ Implemented

OIED instituted the annual Young Scholars Conference in support of graduate student women in STEM. In fall 2018, the program was reviewed and revised to be more inclusive of historically underrepresented womxn of color and rebranded as the WiSTEM (Womxn in STEM) Symposium. WiSTEM 2019 took place in November 2019 and convened 60 graduate students, postdocs and career mentors from across the country.

Create a pipeline from postdocs to faculty with Presidential Diversity Postdoctoral Fellowship Program	✓ Implemented

Since the program was launched in 2015, there have been five cohorts, with a total of 28 scholars serving as presidential postdoctoral fellows. Of the 28 scholars, 22 (79%) are in faculty positions across the country, with nine (32%) in faculty positions at Brown — eight tenure-track and one research.

Engage in cluster hiring	✓ Incorporated into regular processes

Of all HUG hires since 2015, 9% came from cluster hiring. This practice has been especially successful when considering candidates across multiple disciplines.

Revitalize the Target of Opportunity Program	✓ Incorporated into regular processes

Of all HUG hires since 2015, 32% were the result of Target of Opportunity hiring efforts.

Launch a Diversity Visiting Scholars program	✓ Implemented

The Provost's Visiting Professors Program launched in fall 2016 with three inaugural visiting professors who had appointments in several academic departments. The program continues, and future visiting professors are under review.

| **Invest in faculty mentoring inside and outside departments** | ✓ | **Incorporated into regular processes** |

OIED provides funding for mentoring and networking events that are being offered regularly through the Faculty of Color Network. Brown also became an institutional member of the National Center for Faculty Development and Diversity in order to provide broader professional development opportunities and resources for faculty. The Office of the Provost and OIED also hosted an academic diversity leadership symposium in 2019 to provide additional professional development opportunities to department chairs and center directors.

| **Create Faculty of Color Network to increase success among diverse faculty** | ✓ | **Incorporated into regular processes** |

The Faculty of Color Network launched in fall 2015. The network provides one-on-one mentoring for faculty of color as well as ongoing professional development workshops and networking events. The co-chair positions were institutionalized in 2019.

| **Institute professional development training for members of the Tenure, Promotions and Appointments Committee (TPAC)** | ✓ | **Incorporated into regular processes** |

The Tenure, Promotions and Appointments Committee participates annually in training on bias in faculty evaluations, and OIED will continue to work with the Office of the Dean of the Faculty to identify tools and resources to support TPAC.

| **Increase representation of historically underrepresented groups among the Warren Alpert Medical School's clinical faculty** | ✓ | **In progress** |

The Medical School requires each clinical department to have a DDIAP and to submit a regular progress report. A new subcommittee composed of members of the Brown Council for Diversity in Medicine evaluates the DDIAPs and gives feedback. The Medical School also started organizations to help support faculty, such as the Office of Diversity and Multicultural Affairs Faculty Association and MEDSTEP. The Medical School has obtained approval for the Dean's Diversity Recruitment Fund (funding now pending due to the COVID-19 crisis) in partnership with the hospital systems.

Status of DIAP Actions to Support Graduate and Medical Students (2016-2019)

| **Create 25 new graduate fellowships over the next five years** | ↻ | **Transitioning** |

Since 2016, the Graduate School has awarded 64 supplemental fellowships to incoming and returning graduate students from HUGs. These fellowships were instrumental in increasing the number of HUG graduate students.

| **Expand programs like Initiative to Maximize Student Development (IMSD) to other departments** | ✓ | **Implemented** |

IMSD expanded to 24 STEM Ph.D. programs in which biology- and health-related research and training take place. IMSD annually provides full support for 12 Ph.D. students (stipend, 25% grant tuition coverage, health insurance and travel costs). In addition to this, the program has made its co-curricular resources, such as modules and access to seminars, available to all students across the University.

| **Create new research opportunities for aspiring Ph.D. students** | ✓ | **Implemented** |

OIED continues to collaborate with the Leadership Alliance consortium and the Brown-Tougaloo Partnership (BTP) in order to create pipeline opportunities for aspiring Ph.D. students. BTP also supports pipeline efforts in Brown's schools of medicine and public health through early identification programs. Funding from OIED has supported summer students from historically Black colleges and universities and minority serving institutions in the Leadership Alliance Summer Research Early Identification Program.

| **Expand residential summer programs for aspiring Ph.D. students** | ✓ | **Implemented** |

OIED partnered with departments to support pipeline initiatives for aspiring Ph.D. students. These initiatives included the Summer Immersion Program in Philosophy, which was launched in 2017.

| **Increase diversity in the Warren Alpert Medical School and affiliated residency programs** | ✓ | **Incorporated into regular processes** |

Since 2016, the Medical School has coordinated efforts for medical recruitment with affiliated residency programs. This includes attending residency fairs at Meharry Medical College and Howard University College of Medicine, as well as national and regional meetings of the Latino Medical Student Association and the Student National Medical Association. The overall number of house staff/fellows from groups that are underrepresented in medicine has steadily increased from 8.4% in 2015 to 12.2% in 2019.

| **Hire new deans for diversity initiatives in the Graduate School and Warren Alpert Medical School** | ✓ | **Implemented** |

The Warren Alpert Medical School hired an Associate Dean for Diversity and Multicultural Affairs. To further support the work of the office, two clinical physicians were added as a percent effort to serve as assistant deans for diversity and multicultural affairs. The Medical School is also in the process of hiring a senior associate dean for equity and diversity to oversee ODMA, build a comprehensive diversity and inclusion structure at the Medical School and serve as a liaison to the hospital systems.

Status of DIAP Actions to Support Undergraduate Students (2016-2019)

Expand partnerships with community organizations that promote opportunities for high school students of color	✓ **Implemented**

The offices of College Admission and Financial Aid strengthened their capacity to promote opportunities for high school students of color through QuestBridge Scholars. Recruitment through QuestBridge, which is focused on low-income HUG students, has resulted in 90 undergraduate students being admitted in the past three years.

Expand resources for A Day on College Hill (ADOCH)	✓ **Implemented**

The Office of the Provost doubled funding for ADOCH to bring low-income students from diverse backgrounds to campus in advance of decision day. As a result, 500 students received offers to have their travel expenses covered in 2019.

Expand enrollment, financial aid and programming for diversity in Summer@Brown	✓ **Implemented**

Since 2016, the percentage of students from HUGs participating in Summer@Brown has increased from 13.8% (737 students) to 15.9% (948 students) in 2019. The Division of Pre-College and Summer Undergraduate Studies has engaged in outreach and partnership with Providence Public Schools and other community groups to encourage local students to enroll in Summer@ Brown. The office has also developed academic supports to assist students in their studies during the summer. Scholarships for Summer@Brown tuition have also contributed to increased diversity. Out of all scholarships awarded, 60% (390 scholarships) were awarded to students from HUGs in 2019, up from 58% (339 scholarships) in 2016.

Status of DIAP Actions to Support Staff (2016-2019)

Establish a working group to identify ways to improve communication around hiring practices and professional development ✓ **Implemented**

University Human Resources convened a working group in fall 2016 to examine communication around hiring practices, career pathways and professional development programs.

Improve communication with hiring managers regarding Brown's Affirmative Action Plan ✓ **In progress**

The Office of Institutional Equity and Diversity will work with University Human Resources to ensure hiring managers have availability data to inform their searches.

Develop a pipeline of diverse temporary employees from the local community ✓ **In progress**

University Human Resources has partnered with a staffing firm to identify local talent. Of the 131 professionals working at Brown through this firm, 40% (43) are from HUGs.

Expand the staff mentoring program ✓ **Implemented**

University Human Resources has expanded the Staff Mentoring Program, to pair entry- to mid-level employees with a senior leader for a nine-month one-on-one mentoring experience. Since 2016, the program has grown and participation continues to increase.

Expand the Leadership Certification Program ✓ **Implemented**

Since 2017, 100 participants have completed the Leadership Certification Program for managers and 62 participants have engaged in the Leading From Where You Are program for employees who do not have a supervisory role.

Pilot an Administrative Fellows Program ✓ **Incorporated into regular processes**

After successfully launching the pilot and graduating the first cohort, Brown welcomed the second cohort of administrative fellows in summer 2018. In fall 2018, the Administrative Fellows Program was reviewed and revised to offer participating fellows a more comprehensive experience in implementing diversity initiatives.

Academic Excellence

Status of DIAP Actions to Further Academic Excellence (2016-2019)

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)	✓	**Incorporated into regular processes**

Since 2016, the CSSJ and CSREA have hosted 26 visiting scholars, including faculty and postdoctoral researchers. In addition to the visiting scholars, CSSJ and CSREA have several full-time staff positions to support the work of the centers. The Office of the Provost and the Office of the Dean of the Faculty also provide funding for events and initiatives hosted by the centers.

Relocate CSREA	✓	**Implemented**

The CSREA was relocated to the Frederick Lippitt and Mary Ann Lippitt House at 96 Waterman Street.

Launch a Native American and Indigenous Peoples Initiative	✓	**Implemented**

The Native American and Indigenous Studies Initiative launched in 2016 with substantial financial resources from the Provost to support an Associate Director, programming budget, and steering committee.

Incorporate issues of race, ethnicity and identity into the integrative themes in the *Building on Distinction* strategic plan	✓	**Implemented**

Leaders of integrative themes have incorporated academic initiatives that center on diversity and inclusion scholarship in their DDIAPs. For example, one of the integrative themes in the *Building on Distinction* strategic plan is "sustaining life on earth." The Institute at Brown for Environment and Society developed an environment and inequality track that brings a social equity focus to these concentrations. The track encourages students to pursue the study of environmental justice by exploring intersections of race, class, gender and systems of oppression with regard to environmentalism.

Assess requests for faculty hiring in departments that demonstrate growing teaching demands	✓	**Incorporated into regular processes**

Faculty hiring protocols were updated to ensure that hiring plans are aligned with DIAP goals.

Support efforts of other research centers to devote attention to race, ethnicity and immigration	✓	**Implemented**

The Watson Institute for International and Public Affairs created a postdoctoral fellowship in partnership with the Center for the Study of Race and Ethnicity in America, Pembroke Center, Cogut Institute for the Humanities, Nelson Center for Entrepreneurship, and Population Studies and Training Center as a means to develop a pipeline for promising scholars whose research interests focus on race, ethnicity and immigration.

Create seed funds for programming on race and ethnicity	✓	**Implemented**

Since 2016, the Office of Institutional Equity and Diversity has provided seed funding to students, faculty and departments to implement more than 150 programs, research initiatives and events related to the DIAP.

Curriculum

Status of DIAP Actions to Develop a More Inclusive Curriculum (2016-2019)

Expand programs to catalyze achievement among students of color in the sciences	✓ **Implemented**

The New Scientist-Catalyst (NS-Catalyst) and New Scientist Peer-Advising and Leadership (NS-PAL) programs were expanded and initiatives were launched in fall 2016.

Double the number of first-year and sophomore seminars related to issues of power, privilege, inequality and social justice	✓ **Implemented**

The Task Force on Diversity in the Curriculum revised the Diverse Perspectives in Liberal Learning (DPLL) designation for courses covering structural inequality, racial formations and/or disparities and systems of power. In February 2017, the College Curriculum Council unanimously approved a new designation of DIAP Courses on Race, Gender and Inequality, along with establishing a process to determine which courses receive the new designation. The number of sophomore seminars that now focus on diversity perspectives went from 29% in 2015-16 to 73% in 2017-18. As of fall 2019, 211 courses had the DIAP designation. During the 2018-19 academic year, 4,073 students were enrolled in 211 DIAP courses across 37 departments.

Expand BrownConnect and Undergraduate Teaching and Research Awards (UTRAs)	✓ **Implemented**

Both individual and team UTRAs have been expanded with specific outreach to HUG students, first- and second-year students and women in the STEM fields. The BrownConnect mentoring and internship program increased engagement of low-income students with internship opportunities by 2.3%, leading to an overall 10% increase over the last five years. Engagement of students from HUGs also increased by 3%.

Establish a committee to implement curriculum reform	✓ **Implemented**

The College convened a Task Force on Diversity in the Curriculum. The Report of the Task Force on Diversity in the Curriculum was released in September 2016.

Provide seed funding for critical scholarship and course development	✓ **Implemented**

Since 2016, the Office of Institutional Equity and Diversity has provided seed funding to faculty and departments to develop courses on topics related to diversity and inclusion.

Community

Status of DIAP Actions to Create a More Inclusive Community (2016-2019)

Establish a center for first-generation college students	✓	**Incorporated into regular processes**

The Undocumented, First-Generation College and Low-Income Student Center (U-FLi) was established and officially opened on Sept. 16, 2016. A program director was hired in summer 2017, and a student success program coordinator was hired in fall 2018.

Provide adequate levels of culturally competent, licensed and confidential counseling services	✓	**Incorporated into regular processes**

The Office of Counseling and Psychological Services (CAPS) administrative staff was 38% staff members of color in 2015; it is now 65% HUG. Therapists are 70% HUG. Recruitment has been more intentional about diversity and inclusion to create more diverse candidate pools. As a result, eight out of 11 new therapists have been people of color. This includes therapists who have intersectional identities across race, religion, gender expression and sexual orientation.

Eliminate the seven-session limit by the 2017-18 academic year	✓	**Incorporated into regular processes**

CAPS has adopted new practices to improve services for students. The seven-session limit on student visits was eliminated in fall 2017. Referrals and wait times have been reduced. A crisis specialist was hired to increase CAPS capacity to see students on an immediate basis.

Support critical living and learning expenses for low-income students	✓	**Incorporated into regular processes**

The College administers an emergency fund intended to support the essential and critical living and learning expenses of low-income students. This fund for undergraduate, graduate and professional students has been doubled from $60,000 to $120,000. Brown also replaced loans with scholarship funds in financial aid packages for all returning and incoming undergraduate students as of the 2018-19 academic year. In addition, the University increased efforts to enhance support for the lowest-income students at Brown to address food insecurity and provide access to textbooks. The Office of the Registrar was able to institute a one-time document fee waiver to cover transcripts. An associate dean of financial advising was hired to oversee these processes.

Expand support for student support centers (Brown Center for Students of Color, the LGBTQ Center and the Sarah Doyle Center for Women and Gender)	✓	**Implemented**

The Division of Campus Life has continued to invest in programming, space and staffing for the student centers (i.e., Brown Center for Students of Color, U-FLi Center, Global Brown Center for International Students, LGBTQ Center and Sarah Doyle Center) as well as the Student Activities Office and the Office of Military-Affiliated Students. The centers have been strengthened with the hiring of two new staff members in two centers, expanding positions in three centers, and increasing funding for programs across these centers.

Expand mentoring programs	✓	**In progress**

Due to staff capacity, mentoring programs were not expanded as anticipated, but there continues to be a focus on this goal through collaborations with Alumni Relations and Campus Life.

Develop and run professional development workshops on race, sexual orientation, and gender identity	✓	**Incorporated into regular processes**

Professional Development Day was initiated in spring 2016 and is now an annual event occurring each year in February for faculty and staff, engaging over 400 people in discussions related to diversity, equity and inclusion. The Diversity and Inclusion Lunch Series was initiated in fall 2016, offering four sessions per semester. In collaboration with University Human Resources, OIED released an e-learning training module on unconscious bias for faculty, staff and students in spring 2019.

| **Focus on training for the Department of Public Safety** | ✓ | **Implemented** |

The Department of Public Safety (DPS) has implemented mandatory training for its officers in conflict resolution and de-escalation, cultural competency, unconscious bias and procedural justices. DPS officers also have participated in workshops to expand their knowledge around issues related to sexual harassment and sexual violence (Title IX), fair and impartial policing, and supporting members of the LGBTQ community.

| **Strengthen departmental-level mentoring programs through a Diversity and Inclusion Collective** | ↻ | **Transitioning** |

This action is transitioning to a new action in DIAP Phase II.

| **Promote the University's positive impact on Providence** | ✓ | **Incorporated into regular processes** |

The Office of Government and Community Relations financially sponsors, attends and coordinates other staff (including President Paxson) to attend community nonprofit events such as the Ministers Alliance of Rhode Island Martin Luther King Jr. Breakfast and others held by the NAACP, Progreso Latino, College Crusade, Family Service of Rhode Island and several other local organizations who work to support and advocate for HUG communities in the state. In 2019, the office began production on a series of communication pieces focusing on Brown's impact in Rhode Island. These digital and printed materials focus on the themes of Public Education, Public Health, Local Economic Impact, Historic Preservation, Sustainability and Entrepreneurship/Innovation.

| **Convene a working group to evaluate and report on Brown's contributions to Providence and Rhode Island** | ✓ | **Implemented** |

Brown's Office of Government and Community Relations chaired the Community Engagement Working Group, composed of key staff members from community-facing departments and centers on campus, as well as senior administrators. The group created a survey to inventory, strengthen and coordinate community-facing programs that currently existed, identified gaps in services and provided information that led toward promoting the University's positive impact on Providence and Rhode Island. The Community Engagement Working Group Report is available online (brown.edu/gcr/resources/report). The report recommendations led to the creation of the Education Working Group in the 2018-19 academic year and the Education Task Force in the 2019-20 academic year. Chief among these outcomes was the creation of the education coordinator position, based at the Annenberg Institute.

Knowledge

Status of DIAP Actions to Improve Knowledge of Diversity and Inclusion (2016-2019)

| **Improve data collection, defining and identifying members of historically underrepresented groups (HUGs)** | ✓ | **Incorporated into regular process** |

The Office of Institutional Research created a diversity dashboard to disaggregate data by race/ethnicity and academic fields.

| **Conduct a University-wide campus climate study** | ✓ | **Implemented** |

In 2016 and 2018, the Office of Institutional Research in partnership with the Office of Institutional Equity and Diversity conducted a University-wide campus climate survey. Moving forward, this survey will be conducted every three years to assess the campus climate.

Accountability

Status of DIAP Actions to Improve Accountability (2016-2019)

Feature the findings of the "Report of the Brown University Steering Committee on Slavery and Justice" on the University website	✓	**Implemented**

The findings were featured on Brown's history webpage and given prominence in the Brown timeline: brown.edu/about/history/timeline.

Review Title VI oversight and communications	✓	**Implemented**

The Title VI Policy Review Working Group convened in summer 2016 and submitted a report in December 2016. The recommendations in the report served as the basis for the current 2016 Discrimination and Harassment Policy, which went through substantial changes in 2020.

Create departmental plans for diversity and inclusion	✓	**Incorporated into regular processes**

All academic and administrative departments and centers are required to develop multiyear plans for diversity and inclusion. Progress on goals and actions outlined in these plans are reviewed on an annual basis. To date, 91 academic and administrative departments have submitted DDIAPs and provide an annual update to OIED.

Incorporate progress on diversity in external reviews	✓	**Incorporated into regular processes**

External review committees are asked to address specific prompts about the DIAP, and committees receive DDIAPs to consider as a part of the review.

Strengthen and streamline oversight of diversity and inclusion initiatives	✓	**Incorporated into regular processes**

The Diversity and Inclusion Oversight Board, composed of students, faculty and staff, meets monthly to review and discuss progress toward the goals of the DIAP. Each year, the board shares their findings with the president and provost via a public memo. The Office of Institutional Equity and Diversity has published an annual DIAP report since 2017 that details data, activities, programs and initiatives that have contributed to fulfilling the DIAP goals.

Expand resources for the Office of Institutional Diversity and Inclusion (now OIED)	✓	**Implemented**

In addition to the vice president for institutional equity and diversity, OIED staff now includes an associate vice president for institutional equity and diversity, a director of inclusion and campus engagement, a director of strategic initiatives, a director of equal opportunity and diversity, an institutional equity officer, an institutional equity investigator, an equity and diversity data analyst and an executive assistant/office manager. Also under OIED is the Title IX and Gender Equity Office, which includes a Title IX program officer as well as an administrative coordinator.

APPENDIX C: DEPARTMENTAL GOAL ASSESSMENT FIGURES

A total of 899 goals were assessed to produce the figures found in this Appendix.

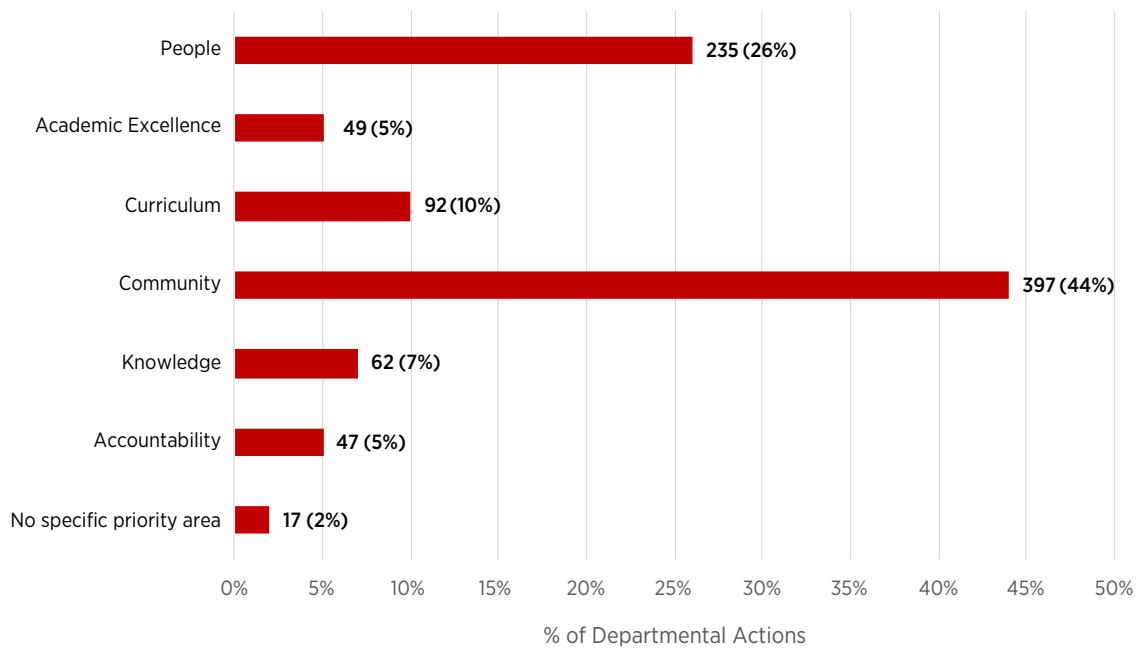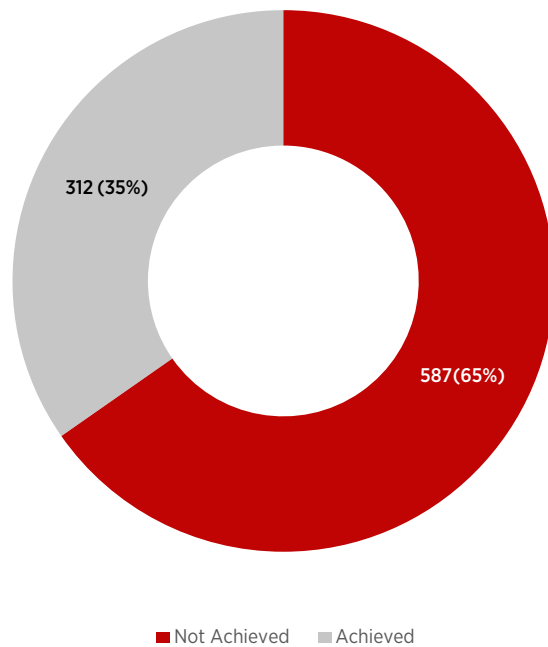**Figure C1.** *Priority Areas of DDIAP Goals (2016-2019)*

% of Departmental Actions

Figure C2. *DDIAP Goals Reported to be Achieved (2016-2019)*

■ Not Achieved   ■ Achieved

At total of 1,239 actions were analyzed to produce the figure found in this appendix.

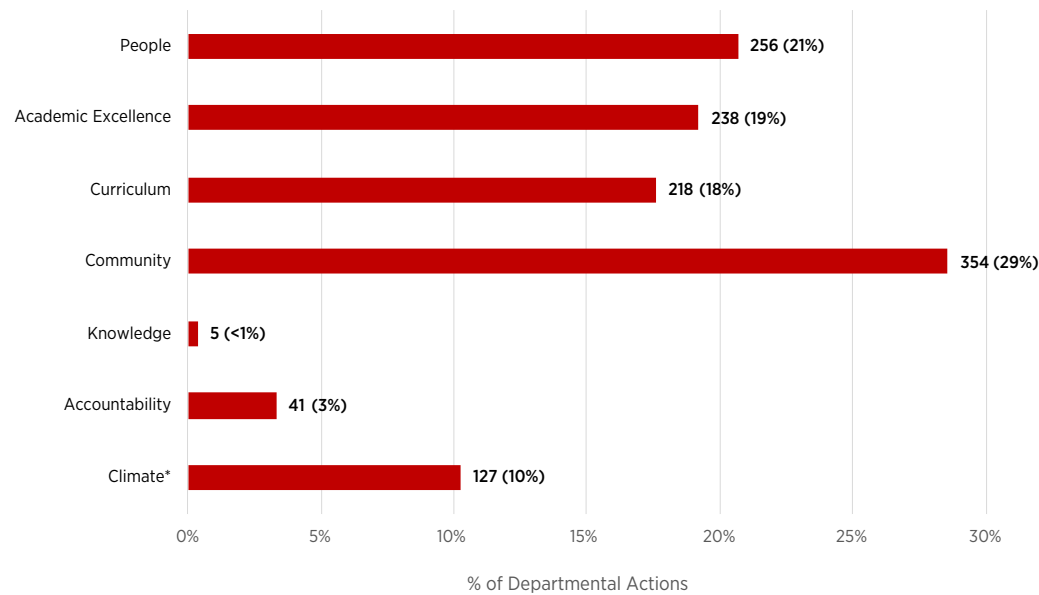**Figure D1.** *Priority Areas of Actions Reported in DDIAPs (2018-19)*
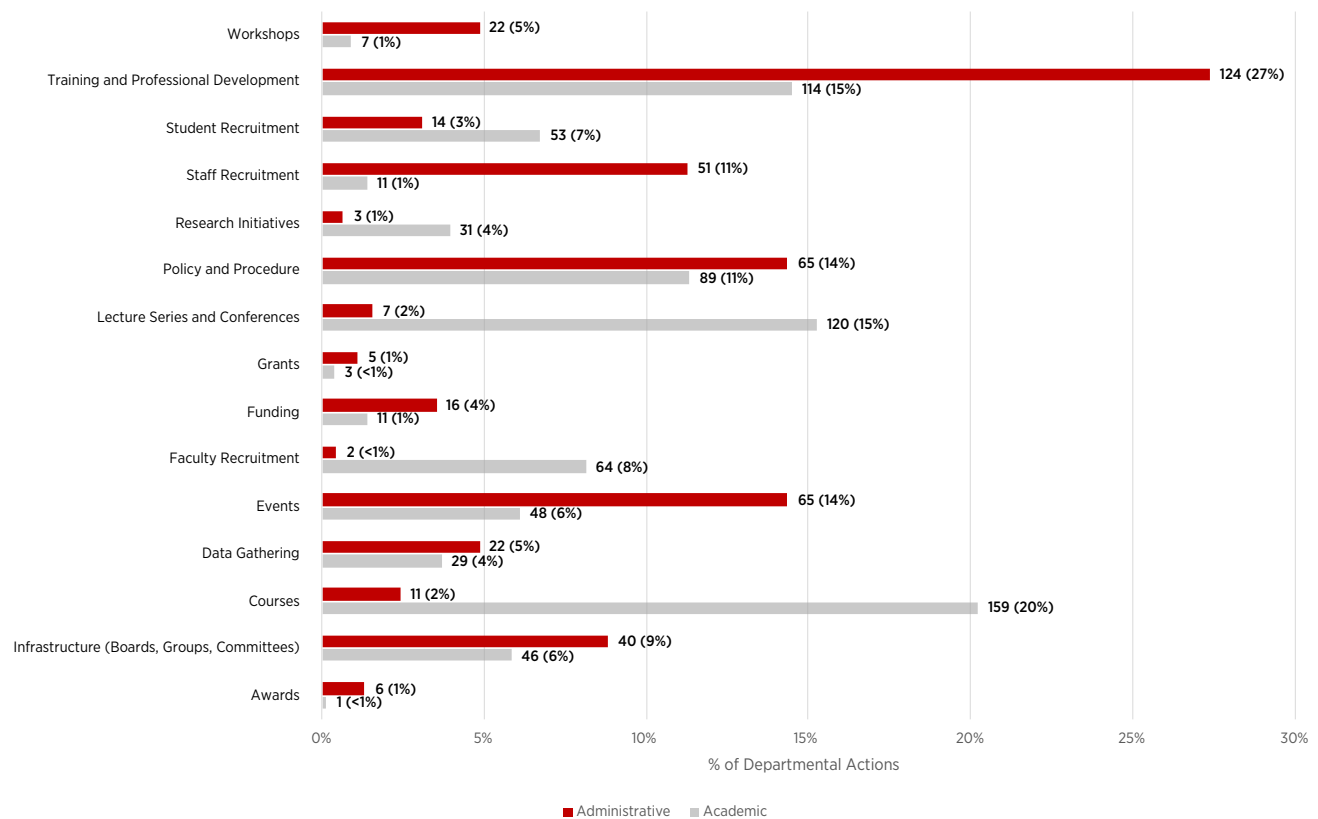

Figure D2. *Types of Actions Reported in DDIAPs (2018-19)*

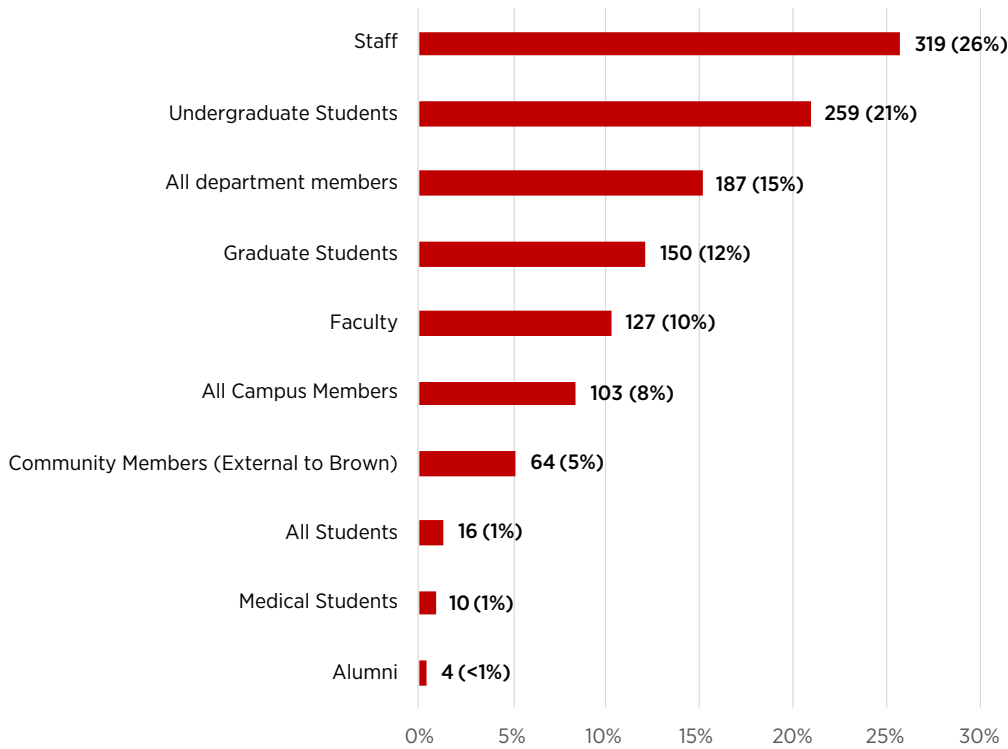**Figure D3.** *Populations Impacted by Reported DDIAP Actions (2018-19)*

Population	Value
Staff	319 (26%)
Undergraduate Students	259 (21%)
All department members	187 (15%)
Graduate Students	150 (12%)
Faculty	127 (10%)
All Campus Members	103 (8%)
Community Members (External to Brown)	64 (5%)
All Students	16 (1%)
Medical Students	10 (1%)
Alumni	4 (<1%)

Figure D4. *Aspects of Identity Addressed by Reported DDIAP Actions (2018-19)*

Aspect of Identity	Value
No Specific Identity	549 (95%)
Race/Ethnicity: HUG	227 (35%)
Multiple Identities	173 (24%)
Gender Identity and Expression	66 (10%)
Socioeconomic Status	49 (9%)
International/Global	44 (6%)
Intersectional Identities	34 (5%)
Cognitive/Physical Differences	23 (4%)
Race/Ethnicity: Non-HUG	22 (3%)
Nationality	18 (2%)
Religion	13 (2%)
Sexual Orientation	11 (2%)
Political Ideology	9 (1%)
Age	1 (0%)
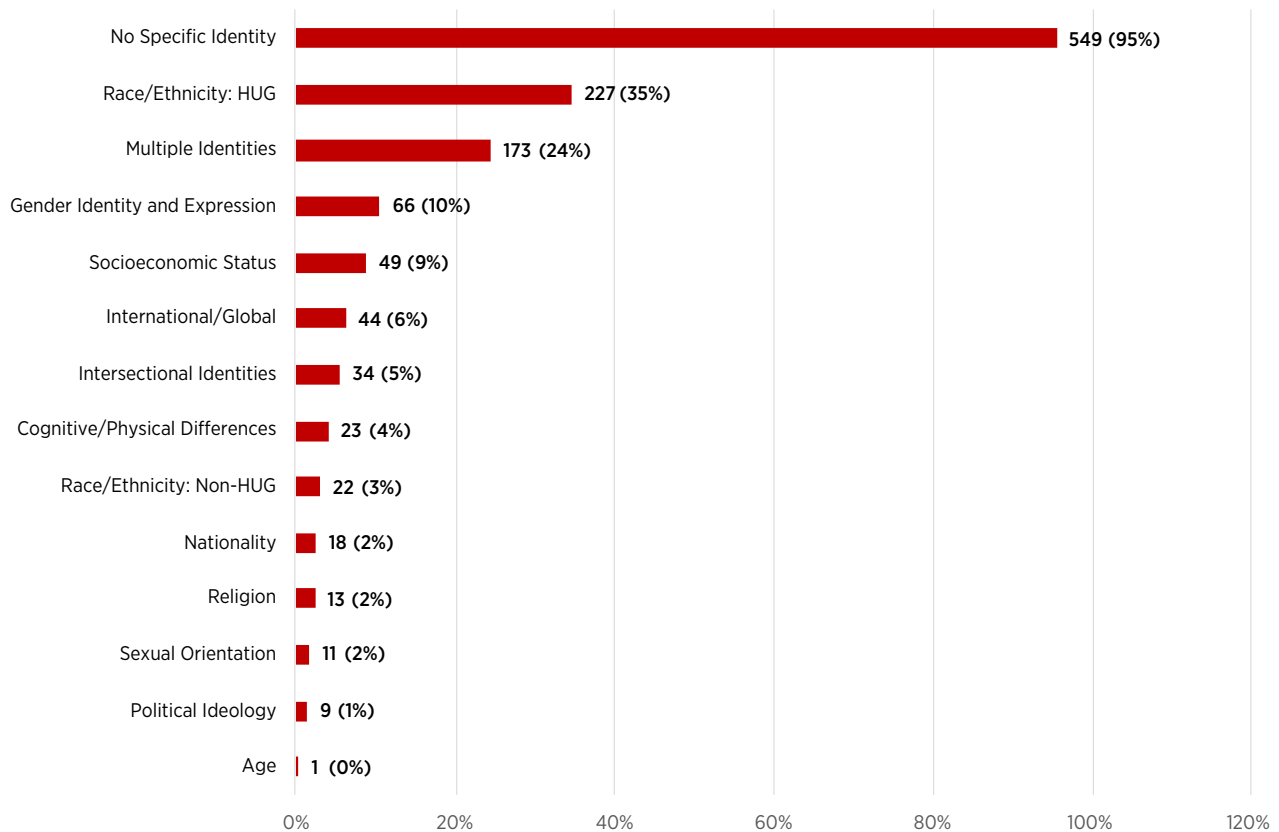
Figure D5. *Overall Impact of Reported DDIAP Actions (2018-19)*

Impact Level 1:
Declarative efforts and policies that establish a
commitment to diversity — 160 (13%)

Impact Level 2:
Commitment is demonstrated by an action, effort or program — 922 (74%)

Impact Level 3:
Sustained action is anchored to a strategic framework,
with evidence of positive impact — 98 (8%)

Impact Level 4:
Transformative and culture-changing practices
and sustained prioritized action — 58 (5%)

APPENDIX E: DIAP PHASE II NEW ACTIONS AND RESPONSIBLE OFFICES

The asterisk denotes the office that will lead the effort to complete the action.

People

Desired Outcome: Increase representation, retention and success among HUG students and employees as well as women faculty in STEM

#	New Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
1	Double the percentage of women faculty in STEM	Academic Deans*, Office of Institutional Equity and Diversity	Same as the responsible offices	*Over the next 5 years*
2	Develop metrics on alumni engagement and set a goal to increase the number of alumni from HUGs in leadership roles (e.g., on advisory councils, Brown Alumni Association committees, the Corporation, etc.)	Office of the President, Planning and Policy, Advancement Office	Office of Alumni Relations* and Corporation Office	2021
3	Assess academic experiences and outcomes across race and other aspects of student identity, and develop a plan to address any disparities that may emerge	Academic Deans Offices, Graduate School, the College*	Same as the responsible offices, University Library	*Over the next 5 years*
4	Assess career success outcomes (e.g., awards, grants, promotion, etc.) across race for faculty and develop a plan to address any disparities that may emerge	Academic Deans*, Office of the Vice President for Research	Same as the responsible offices, in consultation with the Committee on Faculty Equity and Diversity	*Over the next 5 years*
5	Assess career success outcomes (e.g., awards, promotion, etc.) across race for staff and develop a plan to address any disparities that may emerge	University Human Resources*, Academic Deans	Same as the responsible offices	*Over the next 5 years*
6	Increase the representation of Black/African American applicants in the Early and Regular Decision pools and increase the undergraduate Regular Decision yield for Black/African American-identified students to 50%	Office of the Provost	Office of College Admission*	*Over the next 5 years*

Academic Excellence

Desired Outcome: Increase opportunities for — and production of — scholarship and research on issues of equity, justice, power and privilege impacting HUG people and communities locally, nationally and globally

#	New Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
7	Establish and maintain a comprehensive set of resources that synthesize research on diversity, equity and inclusion broadly	Office of the Provost	University Library*	2021-22

Curriculum

Desired Outcome: Increase opportunities to engage issues of diversity, equity and inclusion through the curriculum.

#	New Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
8	Increase engagement with diversity, equity and inclusion topical areas within graduate programs and the University at large (e.g., visiting lecturers, graduate colloquia, panels, etc.)	Graduate School*, Academic Deans	Same as the responsible offices	2021-22
9	Assess engagement with diversity, equity and inclusion topical areas (i.e., race, gender, inequality) within undergraduate concentrations and graduate programs based on: number of courses, number of enrollments, number and demographic breakdown of instructors, and percentage of departments offering courses addressing these topics	The College*, Academic Deans, Graduate School	Same as the responsible offices	2021-22

Community

Desired Outcomes: (1) Improve the climate and culture within and across departments; and (2) increase relational and transformational forms of engagement with the Rhode Island community

#	New Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
10	Establish a strategic, collaborative effort to provide administrative support and resources for HUG graduate student initiatives and programming	Graduate School, Division of Campus Life	The Graduate School*, student identity centers, Student Activities Office	2021
11	Improve mechanisms to track and report on Brown's contributions to Providence and Rhode Island	Office of Planning and Policy, Office of University Communications, Office of the President, the College	Office of Government and Community Relations*, Office of University Communications, Office of the President, the Swearer Center	2021
12	Establish increased administrative support and resources for HUG medical student and house staff initiatives	Division of Biology and Medicine	Office of Diversity and Multicultural Affairs*	2021
13	Convene facilitated conversations to engage students, faculty and staff in identifying ways we can improve Brown's approach to ensuring the safety and security of our community through a reimagining of the Department of Public Safety	Office of the President, Office of Planning and Policy	Brown University Community Council*	2021
14	Establish a University procedure and guidance for appropriate and historically accurate land acknowledgments	Office of the President, Office of Institutional Equity and Diversity, Office of University Communications, Division of Campus Life, Office of the Provost	Native American and Indigenous Studies*, Office of the President, Office of Institutional Equity and Diversity, Office of University Communications, Brown Center for Students of Color, Office of University Event and Conference Services	2021-22
15	Provide technology solutions, support and training to systematically address web and digital accessibility challenges to ensure an equitable experience for individuals with disabilities across all major web and technology platforms and experiences	Computing and Information Systems, Division of Campus Life, Office of University Communications	Student Accessibility Services, Office of University Event and Conference Services, Office of University Communications, Computing and Information Services*	2022

#	New Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
16	Create a baseline for tracking and increasing the number of minority- and women-owned business suppliers and vendors registered to do business with Brown and increase total University expenditures with minority- and women-owned business suppliers and vendors	Executive Vice President for Finance and Administration, Office of General Counsel	Office of Strategic Purchasing, Contracts and Insurance*	2022

Knowledge

Desired Outcomes: (1) Increase the collection and reporting of data to inform progress on DIAP priority areas; and (2) increase learning opportunities for faculty, staff and administration

#	New Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
17	Establish a University-level commitment to disaggregate data by race and gender whenever possible and convene a working group to design and implement a plan to seek data collection and develop communications on religion, sexual orientation, disability and gender identity	Office of the Provost and Office of Institutional Equity and Diversity	Office of Institutional Research, Office of Institutional Equity and Diversity*	2021
18	Increase capacity to analyze and use data to inform enhancement to processes and improve diversity, inclusion and climate on campus.	Office of Institutional Equity and Diversity*	Same as the responsible office	2021
19	Create a database of internal and external professional development and learning resources for topics related to diversity, equity and inclusion.	Office of Institutional Equity and Diversity, University Human Resources, Division of Campus Life	Office of Institutional Equity and Diversity*, Talent Development, student identity centers	2022

Accountability

Desired Outcome: Improve processes to assess DIAP implementation and impact at the University and departmental levels

#	New Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
20	Incorporate language in job descriptions requiring some level of relevant experience and/or commitment to add to the University strategic priorities on diversity, equity and inclusion; incorporate an evaluation of this criteria into the entire candidate search process for faculty and staff	University Human Resources*, Academic Deans, Office of Institutional Equity and Diversity	Same as the responsible offices	2021-22
21	Incorporate contributions to diversity and inclusion goals in faculty activity reports, annual reviews and reappointment reviews	Academic Deans*	Same as the responsible offices	2021-22
22	Incorporate progress with DIAP goals as part of administrative leadership, senior dean and chair reviews	Office of the President, Office of the Provost	Same as the responsible offices*	2021-22
23	Embed education and training on non-discrimination and anti-harassment, Title IX and bias policies into orientation and training for leadership roles held by students, faculty and staff	Division of Campus Life, Academic Deans, University Human Resources, Office of Institutional Equity and Diversity*	Same as the responsible offices	2021-22

People

Desired Outcome: Increase representation, retention and success among HUG students and employees, as well as women faculty in STEM

#	Continuing Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
1	Educate University leadership and hiring managers about the affirmative action plan regarding underutilization in the workplace and setting good faith efforts to achieve hiring goals	University Human Resources, Office of Institutional Equity and Diversity*	Same as responsible offices	2021-22
2	Develop a pipeline of diverse temporary employees from the local community	University Human Resources*	Same as responsible offices	Over the next 5 years
3	Expand, assess and institutionalize programs like Initiative to Maximize Student Development (IMSD) to other departments	Office of the Provost*, the Graduate School	Same as responsible offices	Over the next 5 years
4	Assess the success for all pipeline initiatives for faculty (e.g., Mellon Gateway, Presidential Postdocs) since 2015	Office of Institutional Equity and Diversity, Office of the Dean of the Faculty, Academic Deans	Office of the Dean of the Faculty*	Over the next 5 years
5	Continue and assess diversity, equity and inclusion training for members of the Tenure, Promotions and Appointments Committee (TPAC)	Office of the Provost, Office of the Dean of the Faculty	Office of the Dean of the Faculty*	Over the next 5 years
6	Further define and continue to pursue cluster hiring opportunities	Office of the Dean of the Faculty*, Office of the Provost	Same as responsible offices	Over the next 5 years
7	Expand the Target of Opportunity program	Office of the Dean of the Faculty*, Academic Deans	Same as responsible offices.	Over the next 5 years
8	Expand the Provost's Visiting Scholars Program	Office of the Provost	Center for the Study of Race and Ethnicity in America*	Over the next 5 years

Academic Excellence

Desired Outcome: Increase opportunities for — and production of — scholarship and research on issues of equity, justice, power and privilege impacting HUG people and communities locally, nationally and globally

#	Continuing Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
9	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	Same as responsible offices	Over the next 5 years

Curriculum

Desired Outcome: Increase opportunities to engage issues of diversity, equity and inclusion through the curriculum.

#	Continuing Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
10	Expand support for experiential learning opportunities including research, internships, fellowships and community engagement	The College*	Same as the responsible office	Over the next 5 years

Community

Desired Outcomes: (1) Improve the climate and culture within and across departments; and (2) increase relational and transformational forms of engagement with the Rhode Island community

#	Continuing Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
11	Feature the findings of the Slavery and Justice Report on the University website	Office of University Communications, Office of Institutional Equity and Diversity, Office of the President, Office of the Provost	Office of University Communications*, The University Library	2021
12	Provide adequate levels of culturally competent, licensed and confidential counseling services	Division of Campus Life	Counseling and Psychological Services*	Over the next 5 years
13	Support critical living and learning expenses for low-income students	The College, Division of Campus Life	Undocumented, First-Generation College and Low-Income Student Center, Student Support Services, the College*	Over the next 5 years
14	Expand mentoring programs to connect Brown Alumni to undergraduates from HUGs	Advancement Office	Alumni Relations* in collaboration with Campus Life student centers and Advisory Council on Diversity	Over the next 5 years

Knowledge

Desired Outcomes: (1) Increase the collection and reporting of data to inform progress on DIAP priority areas; and (2) Increase learning opportunities for faculty, staff and administration

#	Continuing Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
15	Conduct a University-wide campus climate study	Office of the Provost, University Human Resources, Office of Institutional Equity and Diversity	Office of Institutional Research, Office of Institutional Equity and Diversity*, University Human Resources	Every 3 years
16	Develop and run professional development workshops on race, sexual orientation and gender identity	Office of Institutional Equity and Diversity*, Office of the Dean of the Faculty, University Human Resources, Office of the Provost	Same as the responsible offices	Over the next 5 years

Accountability

Desired Outcome: Improve processes to assess DIAP implementation and impact at the University and departmental levels

#	Continuing Action	Responsible Office(s)	Implementing Office(s)	Anticipated Implementation Date
17	Monitor departmental plans for diversity and inclusion, assess their progress and develop new transformative and culture-changing goals	Office of the Provost, Office of Institutional Equity and Diversity*, Executive Vice President for Finance and Administration	Same as the responsible offices	Over the next 5 years

APPENDIX G: REVISED GOVERNANCE STRUCTURE

Since the launch of the DIAP in 2016, the foci of the governance groups included in the original plan have shifted. This section provides an updated oversight structure that more accurately reflects the roles of these groups.

The implementation of DIAP Phase II will be managed by the Office of Institutional Equity and Diversity (OIED) with continuous oversight from the Diversity and Inclusion Oversight Board, Diversity Steering Committee, and the Corporation Committee on Equity, Diversity and Inclusion. A brief description of each of these groups is found below.

Diversity and Inclusion Oversight Board. The board assesses progress related to goals set forth in the University-wide Diversity and Inclusion Action Plan (DIAP). The membership of the board is structured to ensure representation across University groups. It is co-chaired by the vice president for institutional equity and diversity and one of the faculty committee members. Its membership includes the chair of the Committee on Faculty Equity and Diversity or designee, faculty members, students (i.e., undergraduate, graduate and medical students), staff members (including a representative from the Staff Advisory Council), and three ex-officio (non-voting) members: one from OIED, one member of the academic DDIAP review committee, and one member of the administrative DDIAP review committee.

Diversity Steering Committee. This small group of senior administrators has ultimate responsibility for the implementation and success of the DIAP. This Diversity Steering Committee consists of the president, the provost, the chair of the Faculty Executive Committee, the dean of the faculty, the dean of the College, the dean of the Graduate School, the vice president for campus life and student services, the executive vice president for finance and administration, and the vice president for institutional equity and diversity. This group will receive the annual report on DIAP progress, and make decisions regarding changes in programs or policies that are needed to move closer to our goals. A representative of the committee (vice president of institutional equity and diversity) will present the report for discussion annually at a meeting of the Corporation.

Corporation Committee on Equity, Diversity and Inclusion. While the groups listed above will provide primary oversight for the implementation of DIAP Phase II on campus, the vice president for institutional equity and diversity will also consult with the Corporation Committee on Equity, Diversity and Inclusion to keep them apprised of this work so that they may effectively advocate for ensuring this remains an institutionalized priority for Brown. The chair of the committee will present jointly with the vice president for institutional equity and diversity to the entire Corporation on areas of progress and opportunities for continued growth as it pertains to diversity and inclusion initiatives at the University.

A chart that shows the roles of various governing bodies in the oversight of progress on DIAP Phase II is on the following page.
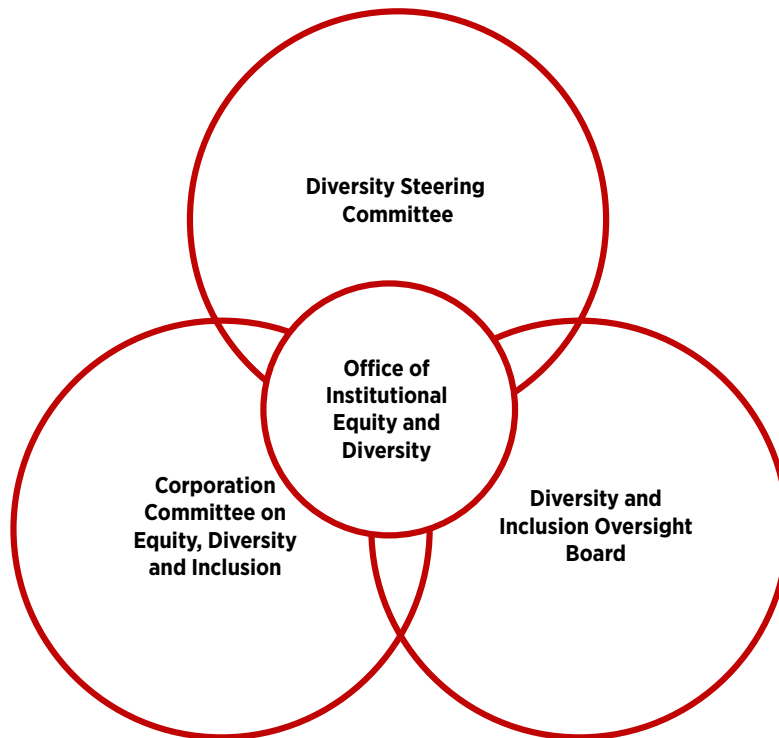
Figure 1. *Diagram of the revised DIAP governance structure*

Diversity Steering Committee

Chair: President

Membership: Provost, EVP for Finance and Administration, Deans of the Faculty, Dean of the College, Dean of the Graduate School, VP for CLSS, VP for IED, chair of FEC

Major role in DIAP: Responsible for University-wide diversity initiatives; delivers annual report to Corporation

Diversity Steering Committee

Office of Institutional Equity and Diversity

Corporation Committee on Equity, Diversity and Inclusion

Diversity and Inclusion Oversight Board

Corporation Committee on Equity, Diversity and Inclusion

Co-chairs: Member of the Corporation

Membership: Appointed Corporation members

Major role in DIAP: Advocate to keep diversity and inclusion as a priority for the University

Diversity and Inclusion Oversight Board

Co-chairs: VP for IED, faculty member

Membership: Chair of CFED and representatives for faculty, students, and staff

Major role in DIAP: Assesses progress on the DIAP and DDIAPs; reviews data and advises on data collection; prepares and communicates annual report on the DIAP