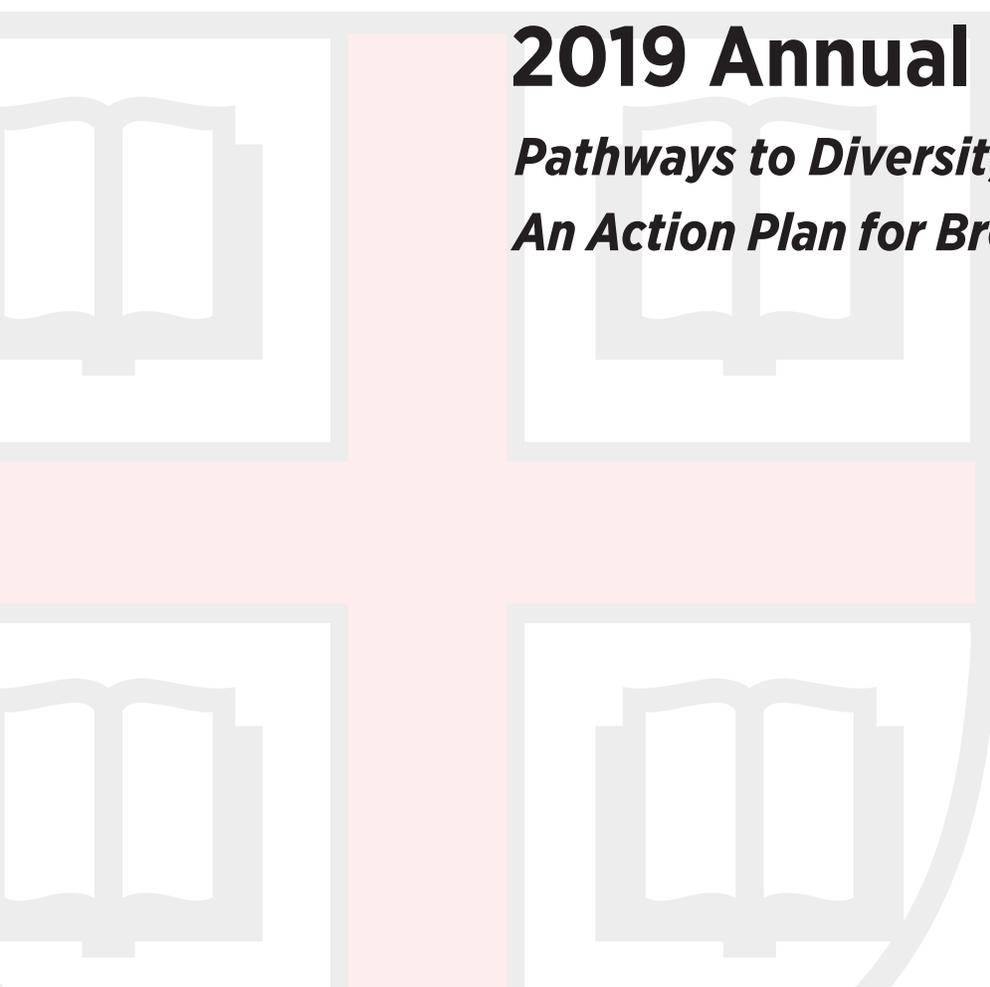


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# **2019 Annual Report**

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





**BROWN**  
Office of Institutional  
Equity and Diversity

Dear Members of the Brown Community,

I am pleased to present the annual executive summary and full report for *Pathways to Diversity and Inclusion: An Action Plan for Brown University* (DIAP). The sustained work and progress toward our stated goals have been made possible by the unwavering determination and commitment of our Brown community members.

This 2019 report highlights efforts over the 2017-18 academic year. Areas of notable success include an increase in the proportion of newly hired and retained faculty from historically underrepresented groups (HUGs) and an increase in the number of applications from, and enrollment of, graduate students and medical students from HUGs. The University also saw progress in areas related to undergraduate curricular enhancements and professional development opportunities for staff. We are proud of the progress to date and remain committed to doing the work required to meet the stated goals in the DIAP.

We recognize there is still a great deal of work that remains to be done, as we continue to become aware of new and emergent needs within our community. One of the strengths of the DIAP is an implementation framework that allows for continuous self-assessment. As we have come to the three-year mark of the plan's initial release, the Office of Institutional Equity and Diversity (OIED) plans a review of the University's DIAP and will use this time as an opportunity to evaluate initiatives, policies and resources to ensure they continue to meet the changing needs of Brown community members.

A major component of our evaluation process will be the university-wide climate survey. The second climate survey associated with the DIAP was conducted for students, faculty and staff during the 2018-19 academic year. The survey results are currently being analyzed and aggregate results will be available in an online dashboard in mid-May. We anticipate this assessment will provide useful information and guidance as to which DIAP actions and goals are progressing well and which areas need more careful attention. It is my hope that these results will encourage department-level conversations regarding the DIAP's stated goals of inclusive excellence and the actions needed to align with these values.

I am grateful to the Diversity and Inclusion Oversight Board for its work in monitoring progress related to the DIAP. I am also thankful for our Brown community of students, staff and faculty who bring excitement and determination to this work as we continue to ask pressing questions, implement necessary changes and make Brown University a truly diverse and inclusive community.

Sincerely,

A handwritten signature in cursive script that reads "Shontay Delalue".

Shontay Delalue

Vice President for Institutional Equity and Diversity

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

# **2019 Annual Report Executive Summary**

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This executive summary of the 2019 annual report of Brown's *Pathways to Diversity and Inclusion: An Action Plan for Brown University* highlights the status of progress during the 2017-18 academic year for the six major themes outlined in the plan: Investing in People; Academic Excellence; Curriculum; Community; Knowledge; and Accountability. In addition, a "Special Topic Area" highlights efforts to fund DIAP initiatives.

### **Investing in People**

- **Faculty:** In 2017-18, 26 percent of newly hired faculty identified as members of a HUG. Further, all faculty from HUGs that were recruited during that year have been retained.
- **Graduate Students:** As a result of efforts in the 2017-18 academic year, 32 percent of all incoming graduate students in fall 2018 identify as coming from a HUG. Among new domestic doctoral students, 31.5 percent identify as members of HUGs, which is the highest percentage to date and an increase of 18 percent.
- **Medical Students:** In fall 2018, the Warren Alpert Medical School welcomed the most diverse incoming class of first-year medical students to date, with 26 percent identifying as coming from a HUG. HUG representation in the medical school now represents 23 percent of student enrollment.
- **Undergraduate Students:** Recruitment efforts during 2017-18 yielded a 23 percent first-year enrollment for undergraduate students from HUGs. However, there were slight decreases in enrollment among first-generation college students and among students who identify as American Indian, Alaska Native, and Native Hawaiian or Other Pacific Islander.
- **Staff:** As of fall 2018, the representation of staff from HUGs at Brown overall was approximately 15.5 percent of a total of 3,031 staff, excluding seasonal/intermittent staff. The representation of staff from HUGs in senior administrative positions is approximately 8.8 percent.

### **Academic Excellence**

- **New England Association of Schools and Colleges (NEASC) Accreditation:** Self-study and data collection activities for the NEASC accreditation process underscored diversity and inclusion as integral to Brown's mission and operations.
- **Public Narrative:** The Office of the Provost organized three Public Narrative workshops in 2017-18 to promote discourse and discussion across difference through storytelling.
- **Response to Hurricane Maria:** The president and provost co-sponsored a partnership with the University of Puerto Rico to bring students and scholars displaced by the devastation of Hurricane Maria to campus to continue their studies. More than 30 students enrolled in courses at Brown and stayed on track toward their anticipated graduation dates.
- **Displaced Scholars:** The Office of the Provost continued to support two Syrian graduate students through its displaced scholars program, assisting one to pursue a Ph.D. program in the fall. We also welcomed an artist from Nigeria in Africana Studies and the Brown Arts Initiative.

- **Native American and Indigenous Studies Initiative (NAISI):** A fellowship for students with NAIS interests in the master's in public humanities program was launched and two students who were identified through the Center for Native American Youth received full funding to participate in the summer pre-college program.

## Curriculum

- **The Office of the Dean of the College (DOC)** led Brown's efforts to ensure the undergraduate curriculum has a diversity and inclusion component. In 2017, the College Curriculum Council unanimously approved a curricular designation, DIAP Courses: Race, Gender and Inequality, along with a new process to determine which courses receive the new designation. Courses under consideration for the DIAP designation can now be submitted via Banner's course proposal system, and as of summer 2018, students are able to search by DIAP course designation on Courses@Brown. As of fall 2018, a total of 126 courses were designated as DIAP courses.
- **Student group advising** models have been implemented by the DOC in collaboration with Student Support Services to enhance access and utilization of advising/support resources for students who face barriers in help-seeking, specifically students from HUGs and others who hold marginalized identities.
- **The Sheridan Center for Teaching and Learning** embedded principles of inclusive teaching in its new faculty and teaching assistant orientations, which were attended by 56 and 87 instructors, respectively, during 2017-18. Sheridan also offered 25 cross-center workshops on inclusive teaching in STEM, the humanities and social sciences.

## Community

- **Campus Life** during the 2017-18 academic year brought 11 new full-time, continuing staff into key student-facing positions in 15 departments (not including Athletics and Recreation and University Health Services, who hire a number of part-time and per diem non-continuing staff positions). Of these new staff, 55 percent identify as coming from a HUG.
- **DIAP Community Awards** were instituted in 2017-18 to recognize faculty, students and staff who have clearly demonstrated a commitment to making Brown an innovative institution that prioritizes diversity and inclusion at every level. Six DIAP community award recipients were selected to receive a \$4,000 monetary award and recognized during a dinner at the home of President Christina Paxson.
- **The Fund for the Education of the Children of Providence** provided 20 scholarships of \$2,500 to college-bound graduates from Providence public high schools in 2018. The scholarships, which may be used for any two- or four-year accredited college or university, were created in 2007 in response to the report of the University's Steering Committee on Slavery and Justice. The scholarship program will be on hold this year as a committee is currently conducting a comprehensive review to assess how Brown can engage more broadly with the local education community.
- **The Office of Global Engagement** launched a dedicated space for international students ("The Globe"). A new assistant dean of the college for international students, a program director for the Global Brown Center for International Students and an interim associate dean for international graduate students were also hired.
- **In Health and Wellness**, an executive director of health and wellness was hired to oversee Health Services, Counseling and Psychological Services, BWell Health Promotion, Student and Employee Accessibility Services, and Emergency Medical Services. Of the seven full-time and 11 part-time staff hired by University Health Services, 13 percent identify as coming from a HUG, with hires at the leadership-level representing 50 percent of staff coming from a HUG.

- **At Counseling and Psychological Services (CAPS)**, 44 percent of staff belong to a HUG. They currently provide services in five languages; have an open clinic model for the first and last two weeks of each semester to enable all students to be seen during these critical four weeks for same-day, walk-in, no-appointment-needed sessions; and have a crisis specialist to see students on an immediate basis.
- **The Swearer Center for Public Service** expanded its Practitioners in Residence program by bringing community members to the center one day per week and providing them with stipends as well as a sponsored ID so they can access Brown’s libraries and research opportunities. The center supported eight courses by providing funding for course development, speakers and course-related travel.
- **Serving Undocumented, First-Generation and Low-Income Students**, the newly renamed U-FLi Center (Undocumented, First-Generation College and Low-Income Student Center) worked closely with the Office of the Provost to ensure that resources are available to support the academic, financial, legal, and health and wellness needs of the University community affected by federal policy actions related to immigration. The University also increased efforts to enhance support for the lowest income students at Brown to strengthen food security and provide access to textbooks. The Office of the Registrar was also able to institute a one-time document fee to cover the cost of transcripts.

## Knowledge

- **Student Climate:** From fall 2017 to spring 2018, efforts were made to recruit undergraduate and graduate students to participate in a series of focus groups to fulfill the University’s pledge to collect qualitative data following the 2016 climate survey. Despite these efforts, the participation rate was low, and a fully representative sample was not obtained. The overall findings from focus groups with the students who did participate have been used to guide individual conversations with academic departments as well as to identify training topics for faculty.
- **Staff Climate:** A Staff Mentoring Program and an Administrative Fellows Program have been instituted, and professional development opportunities on BEAR Day and Staff Development Day have been enhanced. The President’s Staff Advisory Council and the Office of the Provost launched two new programs—First Readings for Staff and the Faculty in Focus lecture series. The Office of the Dean of the Faculty (DOF) also focused efforts on improving staff climate within the academic departments by meeting during the 2017-18 academic year with separate groups of department managers to gather feedback on their careers and climate issues and concerns.
- **Professional Development:** University Human Resources (UHR) and the Office of Institutional Equity and Diversity (OIED) developed an e-learning module on unconscious bias for faculty and staff, as well as an eight-hour leadership certification course titled “Leading with Cultural Humility.”

## Accountability

- **Departmental Diversity and Inclusion Action Plans (DDIAPs):** There were 56 academic and 27 administrative summary updates submitted for 2017-18.
- **Academic Departments:** The most notable examples of work being done across academic units included efforts to create more diverse and inclusive physical spaces. Such efforts included addressing artwork in public spaces that conflicts with values of diversity and inclusion, creation of gender inclusive bathrooms, and work with Facilities Management to enhance accessibility in academic department spaces. Several departments also enhanced their course offerings by adding courses with an emphasis on issues of race, ethnicity, gender, power and structural inequality.

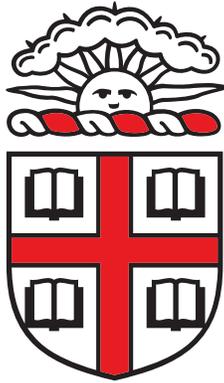
- **Administrative Departments:** Collectively, the administrative departments continued to build capacity to promote inclusive environments by taking advantage of the various diversity and inclusion-related professional development opportunities available on campus. This progress was highlighted by the number of trainings, workshops and sponsored seminars that were largely attended by our community of administrative staff.
- **Office of Institutional Equity and Diversity:** OIED continued to increase its capacity to guide and support progress on the goals and actions stated in the DIAP by onboarding an assistant vice president for academic diversity, a director of institutional equity and community engagement, an institutional equity officer, and a Title IX administrative coordinator.

## Special Topic Area

- **Financing DIAP Initiatives:** During the BrownTogether campaign, alumni, families and friends have committed more than \$260 million for new faculty positions, approximately \$65 million of which has supported the specific goal of hiring faculty from HUGs. To date, \$45.5 million has been raised in support of DIAP initiatives (e.g., supporting graduate student fellowships and curricular and co-curricular initiatives that promote diversity and inclusion and expanding research centers focused on issues of race, ethnicity and social justice). Considerable financing totaling over \$7.1 million has been committed from the flexible funds of the president and provost to support initiatives such as the Presidential Diversity Postdoctoral Fellowships and the Provost's Visiting Professor Program.

## Looking Ahead

The 2019-20 academic year will mark three years since the release of the University's DIAP. This three-year mark provides us with the unique opportunity to engage in critical self-reflection of the work that has been done and the work that remains in the future. A major component of the assessment is the campus-wide climate survey. Analysis of the results from the second university-wide DIAP-related climate survey is currently underway. The hope is that this assessment will provide useful information and guidance to help determine which actions and goals are progressing well and which need more careful attention.



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

**2019 Full Annual Report**

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## Introduction

Brown is committed, as a community, to taking deliberate steps to cultivate the truly diverse and inclusive community that is central to achieving the University's mission of academic excellence and innovation. This 2019 annual report of Brown's *Pathways to Diversity and Inclusion: An Action Plan for Brown University* (DIAP) covers the 2017-18 academic year and highlights the status of progress in the major themes outlined in the plan: investing in people, academic excellence, curriculum, community, knowledge and accountability. In addition, the "Special Topic Area" highlights some of the priorities identified by the Diversity and Inclusion Oversight Board (DIOB) in 2018's report.

For this report, we utilize definitions from the University's DIAP to define individuals from historically underrepresented groups (HUGs) as any individual who self-identifies as American Indian, Alaskan Native, African American, Hispanic or Latinx, and Native Hawaiian and/or Pacific Islander.

Since the 2016 release of Brown's Diversity and Inclusion Action Plan (DIAP), the University has been committed to meeting its stated goals and making diversity and inclusion central components of all teaching, learning, research, service and infrastructure development. Indeed, it is through this commitment that we will "position Brown to achieve the highest level of academic excellence and prepare our students to thrive and lead in the complex and changing settings they'll encounter after they graduate." This past year the University saw progress in areas related to fundraising and increasing faculty diversity, as is noted later in the report. We are proud of the progress to date and remain committed to doing the work required for continued success.

While we recognize and continue to become aware of new and emergent needs within our community, we hope the progress summarized in this annual report builds excitement about our successes and serves as positive reinforcement to our community's persistent determination to meet our diversity and inclusion goals.

## A. Investing in People

### Faculty Diversity

New and sustained efforts were dedicated during the 2017-18 academic year at recruiting and retaining faculty from HUGs in all departments. These efforts included reviewing and updating all recruitment practices by implementing new data-driven strategies of overseeing and monitoring faculty searches, enhancing training on unconscious bias for search committees, and developing a "tip sheet" for search committees to reference during the application review and interview phases of a faculty search. As a result of a number of efforts, 26 percent of newly hired faculty identified as members of a HUG during the 2017-18 academic year. The number of faculty from HUGs increased to 86 in fall 2018, an increase of 34.4 percent since the release of the DIAP, and 21.1 percent since 2016-17. We have seen the growth of faculty from HUGs across the University (see Table 1 on page 7). Further, all faculty from HUGs that were recruited from other institutions in 2017-18 have been retained.

### *Presidential Diversity Postdoctoral Fellowship*

The Presidential Diversity Postdoctoral Fellowship continues to bring early career scholars from diverse backgrounds to Brown who show promise as innovative scholars in the following integrative areas: creating peaceful, just and prosperous societies; exploring human experience in the humanities; cultivating creative expression through the liberal arts; understanding the human brain; sustaining life on earth; using science and technology to improve lives; and deciphering disease and improving population health.

In fall 2018, Brown welcomed six new postdoctoral fellows while also welcoming back four postdoctoral fellows from the 2017-2019 cohort. Updates on the fellows can be found in Appendix A. Funding for the fellowship has been added to the operating budget of the Office of Institutional Equity and Diversity (OIED).

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

|                               |                           | 2014-15            | 2015-16            | 2016-17            | 2017-18            | 2018-19            |
|-------------------------------|---------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| <b>HUG (U.S.)<br/>by Rank</b> | Professor                 | 18 (4.8%)          | 21 (5.6%)          | 22 (5.8%)          | 26 (6.5%)          | 32 (7.8%)          |
|                               | Associate Professor       | 17 (13.8%)         | 17 (12.5%)         | 16 (13%)           | 17 (14.1%)         | 12 (9.7%)          |
|                               | Assistant Professor       | 18 (12.7%)         | 22 (16.7%)         | 27 (18.9%)         | 31 (20.9%)         | 37 (25%)           |
|                               | Distinguished Sr Lecturer | -                  | -                  | -                  | -                  | 2 (16.7%)          |
|                               | Senior Lecturer           | 3 (7%)             | 3 (6.7%)           | 3 (6.5%)           | 4 (9.1%)           | 1 (2.6%)           |
|                               | Lecturer                  | 2 (6.9%)           | 1 (3.4%)           | 3 (11.1%)          | 1 (4.8%)           | 2 (9.1%)           |
| <b>Total</b>                  |                           | <b>58 (8.1%)</b>   | <b>64 (8.7%)</b>   | <b>71 (9.5%)</b>   | <b>79 (10.4%)</b>  | <b>86 (11.1%)</b>  |
| <b>Women</b>                  | Life and Medical Sciences | 49 (31.5%)         | 50 (30.9%)         | 54 (32.5%)         | 51 (31.7%)         | 55 (31.5%)         |
|                               | Physical Sciences         | 28 (15.5%)         | 31 (17.6%)         | 30 (15.8%)         | 28 (15.1%)         | 27 (14.1%)         |
|                               | Social Sciences           | 66 (36.8%)         | 72 (40.7%)         | 77 (42.2%)         | 77 (41.3%)         | 79 (42%)           |
| <b>Total</b>                  |                           | <b>143 (19.9%)</b> | <b>153 (20.9%)</b> | <b>161 (21.5%)</b> | <b>156 (20.6%)</b> | <b>161 (20.9%)</b> |
| <b>Asian</b>                  | Humanities                | 19 (9%)            | 18 (9%)            | 17 (8%)            | 17 (8%)            | 20 (9%)            |
|                               | Social Sciences           | 15 (9%)            | 16 (9%)            | 16 (9%)            | 16 (8%)            | 16 (9%)            |
| <b>Total</b>                  |                           | <b>34 (4.7%)</b>   | <b>34 (4.6%)</b>   | <b>33 (4.4%)</b>   | <b>33 (4.4%)</b>   | <b>36 (4.7%)</b>   |
| <b>Number of All Faculty</b>  |                           | <b>720</b>         | <b>732</b>         | <b>749</b>         | <b>758</b>         | <b>772</b>         |

### Graduate Student Diversity

Through targeted recruitment and collaborations with academic departments in 2017-18, the Graduate School welcomed 889 new students in fall 2018. Among new domestic students for whom race is known, 32 percent identify as coming from a HUG. Among new domestic doctoral students, 31.5 percent identify as members of HUGs, which is the highest percentage to date and an increase of 18 percent from 2017-18. Further, 40 percent of the incoming cohort are from outside the United States. Among the Graduate School's total population of approximately 2,584 students, a total of 353 (14 percent) graduate students from HUGs are currently working toward degrees; in 2015, that number was 211 (9.5 percent; see Table 2).

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

|   | Fall 2014         | Fall 2015         | Fall 2016          | Fall 2017          | Fall 2018          |
|---|-------------------|-------------------|--------------------|--------------------|--------------------|
| American Indian or Alaska Native          | 2 (.1%)           | 2 (.1%)           | 3 (.1%)            | 4 (.2%)            | 5 (.2%)            |
| Asian                                     | 113 (5.4%)        | 127 (5.7%)        | 133 (5.9%)         | 149 (6%)           | 171 (6.6%)         |
| Black or African American                 | 72 (3.4%)         | 87 (3.9%)         | 82 (3.6%)          | 101 (4%)           | 128 (5%)           |
| Hispanic or Latino                        | 107 (5.1%)        | 110 (4.9%)        | 131 (5.8%)         | 145 (5.8%)         | 175 (6.8%)         |
| Native Hawaiian or Other Pacific Islander | 3 (.1%)           | 1 (0%)            | -                  | 1 (0%)             | 1 (0%)             |
| Two or More HUGs                          | 12 (.6%)          | 11 (.5%)          | 18 (.8%)           | 32 (1.3%)          | 44 (1.7%)          |
| Two or More Non-HUGs                      | 7 (.3%)           | 12 (.5%)          | 10 (.4%)           | 18 (.7%)           | 26 (1%)            |
| Unknown                                   | 181 (8.6%)        | 203 (9.1%)        | 203 (9%)           | 192 (7.7%)         | 160 (6.2%)         |
| *International (non-US citizens)          | 726 (34.7%)       | 826 (37%)         | 838 (37.1%)        | 921 (36.9%)        | 967 (37.4%)        |
| White                                     | 871 (41.6%)       | 851 (38.2%)       | 839 (37.2%)        | 931 (37.3%)        | 907 (35.1%)        |
| <b>HUG Total</b>                          | <b>196 (9.4%)</b> | <b>211 (9.5%)</b> | <b>234 (10.4%)</b> | <b>283 (11.3%)</b> | <b>353 (13.7%)</b> |
| <b>Grand Total</b>                        | <b>2,094</b>      | <b>2,230</b>      | <b>2,257</b>       | <b>2,494</b>       | <b>2,584</b>       |

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

In 2017-18, the Graduate School continued to work toward doubling the number of graduate students from HUGs and offering enhanced graduate education programs that address the unique needs and experiences of students from diverse backgrounds.

- **NIH Post-baccalaureate Research Education Program (PREP):** In spring 2018, Brown was awarded a National Institutes of Health PREP grant. Brown’s PREP program is one of only 32 such programs in the country. The program specifically addresses the critical transition into, and successful completion of, doctoral training programs in biomedical and behavioral sciences, and it will serve as a key pipeline program for graduate students from HUGs.
- **New Graduate Student Diversity and Inclusion Programming:** In collaboration with the Brown Center for Students of Color and other partners on campus, the Graduate School organized a series of new retention-oriented events to provide professional and personal support to graduate students of color. Among these events were an intensive one-day workshop and writing retreat, as well as a reset series consisting of lunchtime discussions providing information on available campus resources and recommendations on how to cultivate space for dialogues on issues that have an impact on students from underrepresented backgrounds.

### Medical Student Diversity

As noted in the report introduction, we utilize the designation HUG to refer to underrepresented groups. The Association of American Medical Colleges (AAMC) uses Underrepresented in Medicine (URiM) to refer to the same groups in the context of their representation in the medical profession relative to their numbers in the general population. To remain consistent with the Warren Alpert Medical School’s data reports, we use URiM in this section.

In fall 2018, the Alpert Medical School welcomed the most diverse incoming class of first-year medical students to date with 26 percent identifying as URiM (amongst U.S. residents for whom race is known). To date, URiM representation in the medical school represents 23 percent of the entire student enrollment (this marks slow growth as the total number of medical students has also increased; see Table 3).

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

|   | Fall 2014          | Fall 2015          | Fall 2016          | Fall 2017          | Fall 2018          |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| American Indian or Alaska Native          | -                  | -                  | -                  | -                  | 1 (.2%)            |
| Asian                                     | 145 (29.6%)        | 152 (29%)          | 158 (29%)          | 142 (25%)          | 142 (24.3%)        |
| Black or African American                 | 54 (11%)           | 52 (9.9%)          | 54 (9.9%)          | 56 (9.9%)          | 51 (8.7%)          |
| Hispanic or Latino                        | 60 (12.2%)         | 62 (11.8%)         | 63 (11.6%)         | 70 (12.3%)         | 70 (12%)           |
| Native Hawaiian or Other Pacific Islander | 3 (.6%)            | 1 (.2%)            | -                  | 1 (.2%)            | 1 (.2%)            |
| Two or More URiMs                         | 3 (.6%)            | 6 (1.2%)           | 4 (.7%)            | 4 (.7%)            | 9 (1.5%)           |
| Two or More Non-URiMs                     | 9 (1.8%)           | 9 (1.7%)           | 11 (2.0%)          | 15 (2.6%)          | 13 (2.2%)          |
| Unknown                                   | 23 (4.7%)          | 22 (4.2%)          | 17 (3.1%)          | 18 (3.2%)          | 16 (2.7%)          |
| *International (non-US citizens)          | 7 (1.4%)           | 7 (1.3%)           | 3 (.6%)            | 3 (.5%)            | 3 (.5%)            |
| White                                     | 189 (38.3%)        | 213 (40.7%)        | 235 (43.1%)        | 259 (45.6%)        | 279 (47.7%)        |
| <b>URiM Total</b>                         | <b>120 (24.3%)</b> | <b>121 (23.1%)</b> | <b>121 (22.2%)</b> | <b>131 (23.1%)</b> | <b>132 (22.6%)</b> |
| <b>Grand Total</b>                        | <b>493</b>         | <b>524</b>         | <b>545</b>         | <b>568</b>         | <b>585</b>         |

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

During the 2017-18 academic year, the medical school dedicated efforts in support of their recruitment and retention goals. Such efforts included:

- **Recruitment at Historically Black Institutions:** The medical school added attendance to the recruitment fairs at Meharry Medical College and Howard University to their ongoing recruitment activities.

- **Brown Minority Housestaff Association (BMHA):** Recognizing the importance of housestaff to the faculty pipeline, the medical school augmented the work of the BMHA by sponsoring diversity and inclusion-related programming and enhancing recruitment of a more diverse residency applicant pool.
- **Diversity in Medicine Visiting Student Scholarship:** The Diversity in Medicine Visiting Student Scholarship is an opportunity for qualified URiM students to participate in clinical electives at the medical school. Participants interact with residents and faculty and receive mentorship from BMHA members.
- **ODMA Faculty Association:** Given the success of the BMHA, an analogous association for faculty of color, the Office of Diversity and Multicultural Affairs Faculty Association, was developed. ODMA also began to recognize exemplary faculty by creating a Diversity Mentorship Award.

## Undergraduate Student Diversity

Recruitment efforts during 2017-18 yielded a first-year enrollment of 1,652 in fall 2018. Among this new incoming cohort of undergraduate first years, 23 percent identified as coming from HUGs. This represents a 2 percent increase from fall 2017 to fall 2018. There was also a slight increase in Brown's total population of enrolled HUG undergraduate students (among domestic students for whom race is known) from 25.2 percent in 2017 to 25.4 percent in 2018 (see Table 4).

**Table 4. Undergraduate enrollment over the past five years**

|   | Fall 2014            | Fall 2015            | Fall 2016            | Fall 2017          | Fall 2018            |
|---|----------------------|----------------------|----------------------|--------------------|----------------------|
| American Indian or Alaska Native          | 24 (.4%)             | 27 (.4%)             | 31 (.5%)             | 30 (.4%)           | 24 (.4%)             |
| Asian                                     | 805 (12.9%)          | 842 (13.3%)          | 928 (14.1%)          | 985 (14.8%)        | 1,043 (15.4%)        |
| Black or African American                 | 419 (6.7%)           | 424 (6.7%)           | 429 (6.5%)           | 424 (6.4%)         | 435 (6.4%)           |
| Hispanic or Latino                        | 709 (11.3%)          | 719 (11.4%)          | 768 (11.7%)          | 770 (11.5%)        | 774 (11.5%)          |
| Native Hawaiian or Other Pacific Islander | 10 (.2%)             | 10 (.2%)             | 13 (.2%)             | 12 (.2%)           | 10 (.1%)             |
| Two or More HUGs                          | 142 (2.3%)           | 162 (2.6%)           | 162 (2.5%)           | 164 (2.5%)         | 181 (2.7%)           |
| Two or More Non-HUGs                      | 199 (3.2%)           | 231 (3.7%)           | 248 (3.8%)           | 239 (3.6%)         | 238 (3.5%)           |
| Unknown                                   | 503 (8%)             | 438 (6.9%)           | 401 (6.1%)           | 367 (5.5%)         | 396 (5.9%)           |
| *International (non-US citizens)          | 725 (11.6%)          | 753 (11.9%)          | 744 (11.3%)          | 751 (11.3%)        | 751 (11.1%)          |
| White                                     | 2,728 (43.6%)        | 2,714 (42.9%)        | 2,856 (43.4%)        | 2,928 (43.9%)      | 2,900 (43%)          |
| <b>HUG Total</b>                          | <b>1,304 (20.8%)</b> | <b>1,342 (21.2%)</b> | <b>1,403 (21.3%)</b> | <b>1,400 (21%)</b> | <b>1,424 (21.1%)</b> |
| <b>Grand Total</b>                        | <b>6,264</b>         | <b>6,320</b>         | <b>6,580</b>         | <b>6,670</b>       | <b>6,752</b>         |

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

While there were slight increases among HUG enrollments, a breakdown of HUG representation reveals there was a slight decrease among students who identify as American Indian, Alaska Native, and Native Hawaiian or Other Pacific Islander between 2016 and 2017. There was also a slight decrease among first-generation college students among overall undergraduate student population (1.1 percent; see Appendix B). In an effort to move towards our recruitment and retention goals, the University has engaged in the following efforts:

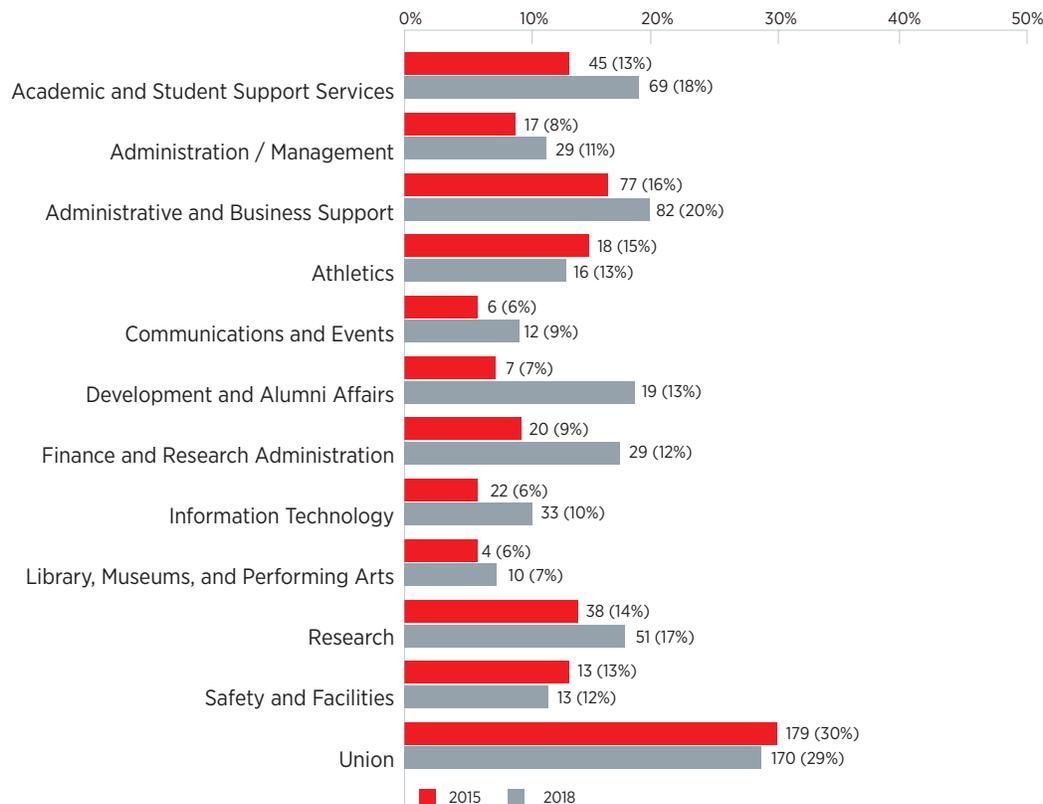
- **College Horizons:** Plans currently are underway for Brown to host College Horizons, which is one of the largest and most successful college access programs for Native American, Native Hawaiian, and Alaskan Native students in the country, having served over 3,300 students since 1998 with a 99 percent acceptance rate to college. This is a key initiative named in the DIAP and will be the first time that Brown is hosting the program in its 20-year history.
- **Fee Waivers:** In collaboration with the Undergraduate Council of Students and the Office of the Provost, the Office of Admission implemented a process to grant application fee waivers automatically to students who are either eligible for the National School Lunch Program, who work with any community-based or college access organization, or who apply to Brown through the QuestBridge Match process.

- **The Brown Promise:** In fall 2017, the University announced its *Brown Promise* initiative, which replaces packaged student loans with grants in undergraduate financial aid awards. Since the announcement, the Early Decision cycle saw a 20 percent increase in applicants, from 3,501 to 4,169, and an 11 percent increase in the number of early applicants who indicated an interest in applying for financial aid. Further, with a 50 percent increase in travel awards, the 2017-18 admission cycle saw a 33 percent increase in the number of students who visited during A Day on College Hill (ADOCH).
- **SAT and ACT Scores:** Following recommendations from the Counselor Advisory Board, the writing portion of the SAT and ACT was removed as an application requirement. Many low-income students take the exam during school-day administrations, which covers the cost of the exam but does not always include the writing portion. Students can now submit a graded paper from a humanities or social sciences course as part of their application instead.
- **Questbridge:** The match process through Questbridge, a national organization that connects the most exceptional, low-income youth with leading colleges and opportunities, increased to 30 this year (up from 20 students in the 2016-17 academic year and three students in prior years). Further, with the expanded travel grant budget from Brown’s University Resources Committee (URC), 430 admitted students from lower-income families were offered the opportunity to have their travel expenses covered to attend one of the two ADOCH programs (up from 187 last year).
- **BrownConnect:** HUG student engagement through BrownConnect increased by 5.4 percent from 111 to 117 (see Appendix C).

### Staff Diversity

As of fall 2018, the representation of staff from HUGs at Brown overall was approximately 15.5 percent out of a total of 3,031, excluding seasonal/intermittent staff (see Figure 1). The representation of staff in senior administrative positions is approximately 8.8 percent.

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



During the 2017-18 year, several efforts geared toward enhancing recruitment and retention of diverse staff were undertaken:

- **Outreach and Recruitment:** To improve outreach and recruitment of diverse candidates, employment webpages were reviewed and revised; funding for a dedicated recruiter to source diverse talent was sought; partnerships with community agencies were developed; and internships to source diverse local talent who may qualify for open positions were created.
- **Community: University Human Resources (UHR)** identified ways to improve communications around professional development opportunities and resources. As a result, Learning@Brown was launched to provide the community with a streamlined and more accessible experience to seeking professional development opportunities. UHR also now offers a 10-hour “Culturally Competent Leader Series” for the Leadership Certification Program. Further, the option for staff to include a “preferred name” on all Workday-generated documents (e.g., performance reviews) was added.

## B. Academic Excellence

A major aspect of the DIAP is geared toward creating a vibrant and diverse community of exceptional scholars with diverse backgrounds, knowledge and experiences to help produce and disseminate knowledge to understand and address pressing matters that affect our society. The Office of the Provost continued to take a leadership role in this DIAP area by collaborating with senior academic leaders, faculty, staff and students. Actions taken by the Office of the Provost during the 2017-18 academic year to promote diversity and inclusion while advancing academic excellence included the following:

- **New England Association of Schools and Colleges (NEASC) Accreditation:** Self-study and data collection activities for the NEASC accreditation process, led by then-Deputy Provost Joseph Meisel, underscored diversity and inclusion as integral to Brown’s mission and operations. Information on Brown’s diversity and inclusion efforts was emphasized in most of the accreditation standards.
- **Public Narrative:** Building on work started in 2016-17, the Office of the Provost organized three Public Narrative workshops in the 2017-18 academic year, bringing to nearly 90 the total number of students, faculty and staff engaging in a craft designed to promote discourse and discussion across difference through storytelling.
- **Lecture Series:** In addition to lecture series designed to build community (e.g., By Faculty for Faculty and Staff Readings Program), the provost partnered with the President’s Staff Advisory Council (SAC) to launch Faculty in Focus, which brings staff together over lunch once per semester to hear from a member of the faculty about their research. There were two this past year—including with Provost Richard M. Locke discussing his work on labor justice.
- **Response to Hurricane Maria:** The president and provost co-sponsored a partnership with the University of Puerto Rico to bring students and scholars displaced by the devastation of Hurricane Maria to campus to continue their studies while their campuses were closed. More than 30 students enrolled in courses at Brown and stayed on track toward their anticipated graduation dates.
- **Displaced Scholars:** The Office of the Provost continued to support two Syrian graduate students through its displaced scholars program, assisting one to pursue academic training over the summer and a Ph.D. program in the fall. Through the program, we also welcomed an Artist at Risk from Nigeria, placed in Africana Studies and the Brown Arts Initiative.
- **Native American and Indigenous Studies Initiative (NAISI):** The Office of the Provost sponsored lectures, workshops and other activities, including meetings for the NAISI interest group on campus. Further, a

fellowship for students with NAIS interests in the master's in public humanities program was launched. In collaboration with the School of Professional Studies, the Office of the Provost supported summer pre-college opportunities for students identified by the Center for Native American Youth.

## C. Curriculum

The Office of the Dean of the College (DOC) has led Brown's efforts to ensure the undergraduate curriculum has a diversity and inclusion component. The DOC has developed, expanded and enhanced curricular and co-curricular offerings to allow students to engage in a deeper understanding of the complex dynamics of social inequity, exclusion and difference. One of the major efforts undertaken by the DOC following the release of a report by the Task Force on Diversity in the Curriculum includes revising the course designation for courses covering structural inequality, racial formations and/or disparities and systems of power. In February 2017, the College Curriculum Council (CCC) unanimously approved this curricular designation (DIAP Courses: Race, Gender and Inequality), along with a new process to determine which courses receive the new designation.

During the 2017-18 academic year, the Office of the Registrar implemented all the mechanisms required to allow the DIAP course designation to be associated and vetted by the CCC. Courses under consideration for the DIAP designation can now be submitted via Banner's course proposal system and, as of summer 2018, students are able to search by DIAP course designation on Courses@Brown. As of fall 2018, a total of 126 courses were designated as DIAP courses. The following are a few examples of courses that were offered in the 2017-18 academic year:

- AFRI 0670 – “Global Black Radicalism,” a sophomore seminar co-taught by Brian Meeks and Geri Augusto
- ETHN 1750 – “Treaty Rights and Food Fights: Eating Local in Indian Country,” taught by Elizabeth Hoover
- POLS 0820H – “Race and Visions of Justice,” taught by Melvin Rogers
- FREN 1410T – “L'expérience des réfugiés/immigrés,” taught by Virginia Krause

In addition to undertaking curricular initiatives, the DOC also dedicated efforts to improve academic advising for students of all backgrounds. As such, the DOC has invested in professional development efforts for all its staff with advising roles. Further, in collaboration with Student Support Services, the DOC has been working to enhance access and utilization of advising/support resources for students who face barriers in help-seeking—specifically students from HUGs and others who hold marginalized identities—by implementing group advising models.

The Sheridan Center for Teaching and Learning embedded principles of inclusive teaching in its new faculty and new teaching assistant (TA) orientations, which were attended by 56 and 87 instructors, respectively, during the 2017-18 academic year. Further, Sheridan offered 25 cross-center workshops on inclusive teaching in STEM, the humanities and the social sciences.

## D. Community

The University's DIAP highlights our commitment to cultivating and fostering a community that works actively to counteract inequity and injustice and that promotes, among all our students, faculty and staff, an attitude of mutual respect for the uncomfortable, uneven history we all share. In line with this commitment, the following actions occurred during 2017-18:

### Campus Life

The Division of Campus Life brought 11 new full-time, continuing staff onto the team in key student-facing positions in 15 departments (not including Athletics and Recreation and University Health Services, which hire a number of part-time and per diem non-continuing staff positions) during the 2017-18 academic year. Of these new staff, 55 percent identify as coming from HUGs, and 64 percent identify as staff of color. Among these new positions are an assistant vice president for campus life and an assistant director for campus life initiatives.

In addition to building capacity, the division dedicated significant efforts to community building, including a renewed focus on the residential experience. Below are some of the highlights:

- **Center for Truth, Racial Healing and Transformation:** With funding from Newman's Own and Kellogg, the Office of the Chaplains and Religious Life developed programming to establish a Center for Truth, Racial Healing and Transformation at Brown.
- **Kosher Kitchen:** The division designated and renovated a kitchen to support students who keep kosher.
- **Muslim Student Center and Support:** Campus Life renovated the Muslim Student Center to expand the space, add a new full kitchen and new furniture, as well as supported and facilitated discussion groups for Muslim women and black men through the Office of Religious Life.
- **Native American and Indigenous Students:** The division worked with students to create a program house for Native American and Indigenous students.

### DIAP Community Awards

When OIED instituted the DIAP Community Awards in 2017-18, it received a large number of strong nominations, creating a competitive candidate pool from which six nominees were selected. Each finalist had used the DIAP as a vehicle to actively create positive change and clearly demonstrated a commitment to making Brown an innovative institution that prioritizes diversity and inclusion at every level. All DIAP community award recipients were recognized during a dinner at the home of President Christina Paxson and received a \$4,000 monetary award.

The recipients of the student awards were Mauricio Salgado, Brown Trinity MFA directing student in Theatre Arts and Performance Studies, and Ashleigh LoVette, a doctoral student in behavioral and social sciences in the School of Public Health. The recipients of the staff awards were George Barboza, director of dining programs in Dining Services, and Kris Nolte, digital media specialist in the School of Professional Studies. Finally, the recipients of the faculty awards were Patricia Ybarra, associate professor and chair of theatre arts and performance studies, and Christina Villarreal, lecturer in the Department of Education.

Moving forward, to recognize the work of departments and units, the DIAP community awards will be expanded to include one academic department and one administrative department in addition to the individual awards.

### Fund for the Education of the Children of Providence

In 2018, Brown's Fund for the Education of the Children of Providence provided 20 college scholarships of \$2,500 each to college-bound Providence public high school graduates. The scholarships, which may be used for any two- or four-year accredited college or university, were created in 2007 in response to the report of the University's Steering Committee on Slavery and Justice. The 2018 recipients represented many of the city's local high schools, including Hope High, Central High, and Dr. Jorge Alvarez High, with students attending college at University of Rhode Island, Temple University, College of the Holy Cross, Providence College and other institutions.

A working group led by Susanna Loeb, director of the Annenberg Institute and a professor of education, is assessing how the Fund for the Education of the Children of Providence can better reflect the goals of the Report on Slavery and Justice (which recommended the creation of the fund). This working group includes Brown staff members who work directly with the Providence Public School District and is informed by community member input as well as district priorities.

In light of this working group, which will issue recommendations in summer 2019 on how Brown can engage more broadly with the local education community, scholarships will not be awarded in 2019. The funds will instead be more closely aligned with both the Slavery and Justice Committee's intent and Brown's local education engagement work as a whole.

## Global Engagement

The Office of Global Engagement (OGE) partnered with a number of offices on campus to address structural gaps and enhance support for international students. This work was done in partnership with the following:

- **Dean of the College:** A new assistant dean of the college for international students came onboard in 2018. Additionally, an international student career advisor position was created to provide professional development programming for international students.
- **Campus Life:** A program director for the Global Brown Center for International Students was created to support the international community at Brown and promote participation in the campus experience through sustained programming.
- **Graduate School:** The first interim associate dean for international graduate students was named to provide academic support and professional development to international masters and doctoral students.

In addition to these efforts, OGE launched a dedicated space for international students (“The Globe”). Coordination was also improved among the more than 35 staff at Brown who work on internal/external mobility and support for the global community, including regular all-team meetings, the launch of a one-stop-shop and the co-location of global offices. This improved coordination has helped triage complex regulatory changes that have impacted international students, such as the travel ban, visa restrictions, tax treaty changes, etc.

## Health and Wellness

The DIAP asserts that the health and well-being of Brown students is a priority. Thus, to meet students’ existing needs, the following actions were taken:

- An executive director of health and wellness was hired to oversee Health Services, Counseling and Psychological Services (CAPS), BWell Health Promotion, Student and Employee Accessibility Services and Emergency Medical Services.
- University Health Services built capacity by hiring seven full-time and 11 part-time staff in continuing positions. Of these new staff hires, 13 percent identify as coming from HUGs and 20 percent identify as staff of color, with hires at the leadership level representing 50 percent staff from HUGs.
- CAPS continued to diversify its staff, with 65 percent now being staff of color.
- CAPS continued to increase its capacity to offer linguistically competent services, with staff now providing services in five languages.
- CAPS piloted an open clinic model for the first and last two weeks of each semester to enable all students, including graduate students, to be seen during these critical four weeks for same-day, walk-in, no-appointment-needed sessions.
- CAPS hired a crisis specialist to increase its capacity to see students on an immediate basis.

## Swearer Center for Public Service

The Swearer Center expanded its Practitioners in Residence program by bringing community members to the Center one day per week and providing them with stipends as well as a sponsored ID so they can access Brown’s libraries, research opportunities, and student energy and curiosity. To date, the program has hosted five Practitioners in Residence. Further, Swearer supported diversity and inclusion curriculum development by offering mini development grants. Through this mechanism, the Center supported eight courses in 2017-18 by providing funding for course development, guest speakers and course-related travel.

## Undocumented, First-Generation College and Low-Income Student Center (U-FLi)

During 2017-18, the newly renamed U-FLi Center (Undocumented, First-Generation College and Low-Income Student Center) continued to work closely with the Office of the Provost to ensure resources are available to support the academic, financial, legal, and health and wellness needs of members of the University community affected by federal policy actions related to immigration.

The University also increased efforts to enhance support for the lowest income students at Brown to strengthen food security and provide access to textbooks. In addition to this, the Office of the Registrar was able to institute a one-time document fee to cover transcripts, rather than having a payment system that has detrimental effects for students with highest financial need.

## E. Knowledge

### Student Climate

From fall 2017 to spring 2018, efforts were made at recruiting undergraduate and graduate students to participate in a series of focus groups to heed requests from the community for more qualitative data following the campus-wide survey of student climate in 2016. A total of 320 graduate students and 444 undergraduate students were invited to participate in these focus groups. Despite efforts to recruit a fully representative sample of students, the participation rate was low. For those who did participate, we value the voices and narratives that were shared. As a result, the generalized findings from these focus groups have been used to guide individual conversations with academic departments as well as to identify training topics for faculty.

### Staff Climate

A focus on diversity and inclusion pertaining to the experience of staff is among the most pressing issues the University faces. In the past two years, we have instituted a Staff Mentoring Program and an Administrative Fellows Program, which are in addition to enhanced professional development opportunities on BEAR Day and Staff Development Day. In collaboration with SAC, the Office of the Provost launched two very popular new programs—First Readings for Staff and the Faculty in Focus lecture series—in which faculty from across the University share their research with staff over lunch.

The Office of the Dean of the Faculty (DOF) also focused efforts on improving staff climate within the academic departments. DOF staff met with separate groups of department managers during the 2017-18 academic year to gather feedback on their careers and climate issues and concerns. Based on the feedback and comments received and the issues that surfaced during these meetings, the DOF is working on developing strategies to address and improve the overall climate for staff. These strategies include:

- broadening and improving communication between the DOF and academic department managers with a goal of better understanding the daily operations of academic departments and learning about the specific challenges they face so that the DOF is better prepared to support them;
- improving the onboarding and mentoring process for new department managers by facilitating monthly group sessions so new department managers can network, share information and learn from each other; and
- fostering relationships and increasing comfort level and familiarity between DOF staff and academic department staff by scheduling regular check-in meetings.

The 2018-19 climate survey will provide information about whether there have been improvements in staff climate over the past two years. Further, with the appointment in July 2018 of a new vice president for human resources, our capacity to assess and improve Brown's approach to professional development and growth among staff — and to ensure that all staff members are treated equitably — has become a priority. OIED and DOF are exploring opportunities to partner with UHR around these issues moving forward.

## **Professional Development**

In 2017-18, OIED continued to support a number of capacity-building activities around diversity and inclusion issues. A highlight of both academic and administrative unit DIAPs for 2017-18 was the increased participation of both faculty and staff in professional development opportunities. Indeed, the third annual Diversity and Inclusion Professional Development Day, "Best Practices for Implementing Diversity and Inclusion Initiatives across Campus", saw its largest attendance from faculty and staff, to date.

Further, in collaboration with UHR, OIED embarked on a major project to develop an e-learning module on unconscious bias for faculty, students and staff. The faculty and staff modules were released in spring 2019.

## **F. Accountability**

Accountability is one of the most important principles underlying Brown's DIAP. The Diversity and Inclusion Oversight Board (DIOB) is a vital part of ensuring there is clear and transparent oversight of Brown's progress in creating a more diverse and inclusive community. In addition to the DIOB, two committees meet annually to review all academic and administrative summary reports and provide feedback on their progress.

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

The academic and administrative DDIAPs are an essential part of Brown's DIAP. OIED continues to work with individual departments that need support to achieve their DDIAP goals by providing specialized trainings and guidance.

#### **Academic**

The most notable examples of work being done across academic units related to creating more diverse and inclusive departments and physical spaces. Highlights include the following:

- The Cogut Institute for the Humanities developed programming guidelines that reinforce the importance of diversity and inclusion when choosing speakers and topics.
- The Department of History dedicated significant efforts toward improving their physical spaces to make them more diverse and inclusive. For instance, they removed all non-inclusive photographs from their lobby and considered accessibility issues in the renovation of the building the department is housed in.
- The Department of Theatre Arts and Performance Studies (TAPS) expanded the diversity of their curriculum by adding courses in Africana feminism, performance ethnography and queer performance. This effort recognized that having a global education with emphasis on issues of race, ethnicity, gender and inequality embedded throughout is imperative within the concentration.

In addition to the work of individual departments and units, the University continues to track all faculty searches to ensure they are actively attracting and assessing a diverse pool of candidates throughout the recruitment process. In addition, progress on diversity and inclusion is now included in all departmental self-studies, strategic plans and external reviews.

## **Administrative**

Collectively, the administrative departments continued to build capacity to promote inclusive environments by taking advantage of the various diversity and inclusion professional development opportunities made available on campus. This progress was highlighted by the number of trainings, workshops and sponsored seminars that were largely attended by our community of administrative staff. Departments are making intentional efforts toward developing a richer understanding of what it truly means to create a diverse and inclusive community. Represented here are examples of these intentional efforts:

- The David Winton Bell Gallery collected information on all visitors to better understand the audience that was engaging with their exhibitions, as well as to develop strategies to increase representation among visitors. The gallery also made concerted efforts to highlight the work of artists from HUGs, with almost 50 percent of exhibitions focusing on the work of African American and Native American artists.
- Dining Services made efforts to make professional development opportunities available to all staff by offering internal training sessions during hours that are accessible to staff.

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

OIED continued to increase its capacity to guide and support progress on the goals and actions stated in the DIAP through the following efforts:

- creating and filling an assistant vice president for academic diversity position to help develop and support initiatives that consider the recruitment and retention of those from HUGs – graduate students, postdoctoral fellows and faculty;
- creating and filling a director of institutional equity and community engagement position to help develop and implement the types of programs that ensure Brown is a welcoming place to study and work, including an institutional bias reporting system and oversight of the Administrative Fellows Program;
- hiring an institutional equity officer to be responsible for hosting facilitated discussions and investigating complaints filed under Brown’s policies on Discrimination and Harassment and Sexual and Gender-Based Harassment, Sexual Violence, Relationship and Interpersonal Violence and Stalking; and
- hiring a Title IX administrative coordinator to provide direct administrative support to the Title IX and Gender Equity Office.

## **The Corporation of Brown University and the President’s Diversity Advisory Council**

In the University’s DIAP, we committed to implement an oversight and monitoring plan that would engage a wide range of Brown community members, including faculty, staff, students, alumni and members of the Corporation of Brown University. To this end, the ad hoc Corporation committee on diversity reviews the annual progress on DIAP-related initiatives by reviewing the annual report and meeting periodically with the vice president for institutional equity and diversity. Each May, a representative from the ad hoc committee delivers a report to the entire Corporation on progress being made and continued areas for growth. The President’s Diversity Advisory Council, which is made up of alumni, continues to meet twice a year to provide input on strategic initiatives, insight on the DIAP implementation process, and specific recommendations regarding the role of alumni in supporting diversity and inclusion on campus.

## G. Special Topic Area

### Financing the DIAP Initiatives

In the University's DIAP, executive leadership committed that \$165 million would support initiatives advancing the articulated goals. During the BrownTogether comprehensive campaign that launched in 2015, alumni, families and friends have so far committed more than \$260 million for new faculty positions, approximately \$65 million of which has supported the specific goal of hiring faculty from HUGs. To date, \$45.5 million has been raised in support of diversity initiatives for programs that were named in the DIAP under the areas of: supporting graduate student fellowships; expanding research centers focused on issues of race, ethnicity and social justice; and supporting curricular and co-curricular initiatives that promote diversity and inclusion.

In addition, considerable financing totaling over \$7.1 million has been committed from the flexible funds of the president and provost, supporting initiatives such as the Presidential Diversity Postdoctoral Fellowships and the Provost's Visiting Professor Program.

Another important source of support has been the University Resources Committee process. For Fiscal Year 2018, \$1.53 million was allocated to support a number of critical functions related to diversity and inclusion. These included new positions in Campus Life, BioMed and OIED; the Native American and Indigenous Studies Initiative; the establishment of the U-FLi Center; and seed funding managed by OIED for DIAP-related programs.

### Looking Ahead

The 2019-20 academic year will mark three years since the release of the University's DIAP. A key strength of this action plan was an implementation framework that allowed for continuous self-assessment, making the plan a living document for effecting lasting change. We recognize that new initiatives, policies and resources should be periodically monitored to ensure they continue to meet the changing needs of community members. To this end, during the 2018-19 academic year the Office of Institutional Research (OIR), in collaboration with OIED, completed the second university-wide DIAP-related climate survey of students, staff and faculty. These results are currently being analyzed with a goal of disseminating the results to staff in summer 2019 and the rest of campus (faculty and students) in all 2019.

This three-year mark also provides us with the unique opportunity to engage in critical self-reflection of the work that has been done—and the work that remains in the future. We will be encouraging all academic and administrative units to reflect back on their DDIAPs for the purposes of assessing the original goals and actions as well as the outcomes produced by each of these efforts.

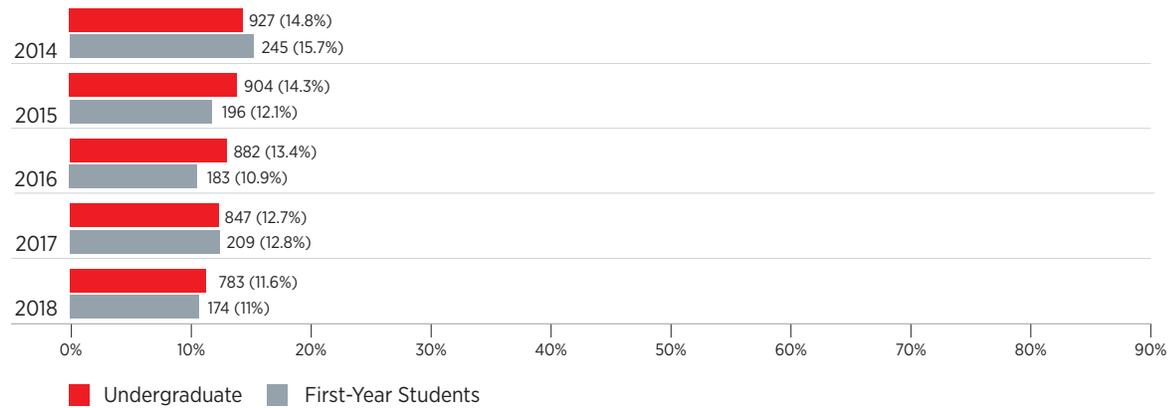
It is our hope that this assessment will provide useful information and guidance for departments to identify new goals for addressing the climate within departments. Engaging in this three-year review will also help our community assess which actions and goals are progressing well and which need more careful attention. This review will encourage conversations among colleagues regarding the current status of diversity and inclusion on campus, our past efforts and how to ensure future work aligns with Brown's stated values of inclusive excellence.

# Appendices

## Appendix A. Presidential Diversity Postdoctoral Fellows Updates 2017-19 Cohort

| Fellows                     | Current Position and Updates   |
|-----------------------------|--|
| Jonathan Collins            | Fellow and Visiting Professor of Political Science and Education. His research interests center on race, democratic governance and public policy, with a special focus on education policy. Collins will begin his tenure as assistant professor of education at Brown in all 2019.  |
| Almita A. Miranda           | Fellow in the Center for the Study of Race and Ethnicity in America (CSREA) and the Watson Institute for International and Public Affairs. Her research focuses on Mexican mixed-status families, examining the ways in which undocumented immigrants, return migrants and U.S. citizens navigate the legal and social constraints to which their family’s uncertain status exposes them. Miranda will begin her tenure as assistant professor at the University of Wisconsin-Madison in all 2019.               |
| Jennifer Pabelonia Nazareno | Fellow in the School of Public Health and the Nelson Center for Entrepreneurship. Her research interests are focused in the sociology of health and include: the structural and social determinants of health/health inequalities; biopolitics of aging, chronic illness and (dis)ability; political economy and the organization of care; and race, ethnicity, gender and class. Nazareno began her tenure as assistant professor of behavioral and social sciences in the School of Public Health in all 2018. |
| Kaustubh Thirumalai         | Fellow in the Department of Earth, Environmental and Planetary Sciences. His research attempts to gain information about the interaction between the atmosphere and oceans on timescales ranging from decades to millennia. Thirumalai will begin his tenure as assistant professor at the University of Arizona in all 2019.  |

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



## Appendix C. Engagement of HUG Students in BrownConnect

| Award Type / HUGs                         | 2016 Awards |            | 2017 Awards |            | 2018 Awards |            |
|---|-------------|------------|-------------|------------|-------------|------------|
|   | HUGs        | %          | HUGs        | %          | HUGs        | %          |
| <b>BrownConnect / Signature Programs*</b> | <b>14</b>   | <b>27%</b> | <b>12</b>   | <b>16%</b> | <b>26</b>   | <b>37%</b> |
| American Indian or Alaska Native          | 1           | 2%         | 0           | 0%         | 0           | 0%         |
| Black or African American                 | 4           | 8%         | 3           | 4%         | 5           | 15%        |
| Hispanic or Latino                        | 9           | 17%        | 9           | 12%        | 16          | 17%        |
| Native Hawaiian or other Pacific Islander | 0           | 0%         | 0           | 0%         | 0           | 0%         |
| Two or More Races - HUGs                  | -           | -          | -           | -          | 5           | 5%         |
| <b>LINK Awards</b>                        | <b>56</b>   | <b>21%</b> | <b>57</b>   | <b>23%</b> | <b>66</b>   | <b>23%</b> |
| American Indian or Alaska Native          | 0           | 0%         | 1           | 0%         | 1           | 0%         |
| Black or African American                 | 12          | 5%         | 18          | 8%         | 19          | 7%         |
| Hispanic or Latino                        | 43          | 16%        | 37          | 15%        | 41          | 14%        |
| Native Hawaiian or other Pacific Islander | 1           | 0%         | 1           | 0%         | 1           | 1%         |
| Two or More Races - HUGs                  | -           | -          | -           | -          | 4           | 1%         |
| <b>UTRA Awards</b>                        | <b>28</b>   | <b>11%</b> | <b>36</b>   | <b>15%</b> | <b>18</b>   | <b>8%</b>  |
| American Indian or Alaska Native          | 1           | 0%         | 4           | 2%         | 0           | 0%         |
| Black or African American                 | 9           | 4%         | 9           | 4%         | 1           | 0%         |
| Hispanic or Latino                        | 18          | 7%         | 22          | 9%         | 15          | 7%         |
| Native Hawaiian or other Pacific Islander | 0           | 0%         | 1           | 0%         | 0           | 0%         |
| Two or More Races - HUGs                  | -           | -          | -           | -          | 2           | 1%         |
| <b>Summer Gap Awards</b>                  | <b>n/a</b>  | <b>n/a</b> | <b>6</b>    | <b>38%</b> | <b>7</b>    | <b>34%</b> |
| American Indian or Alaska Native          | n/a         | n/a        | 0           | 0%         | 0           | 0%         |
| Black or African American                 | n/a         | n/a        | 4           | 25%        | 2           | 10%        |
| Hispanic or Latino                        | n/a         | n/a        | 2           | 13%        | 5           | 24%        |
| Native Hawaiian or other Pacific Islander | n/a         | n/a        | 0           | 0%         | 0           | 0%         |
| Two or More Races - HUGs                  | -           | -          | -           | -          | 0           | 0%         |
| <b>Total Awards</b>                       | <b>98</b>   | <b>17%</b> | <b>111</b>  | <b>19%</b> | <b>117</b>  | <b>19%</b> |

\*Excludes Innovate/Winternship awards

