

**Minutes of the Brown University Community Council (BUCC) Meeting**  
**Wednesday, February 18, 2015**  
**4:00 – 5:30 p.m.**

Members: President Paxson, Provost Colvin, Russell Carey, Margaret Klawunn, Beverly Ledbetter, Richard Bungiro, Reid Cooper, Susan Harvey, Vesna Mitrovic, Don Operario, Lily Cohen, Manuel Contreras, Maahika Srinivasan, Jonathan Vu, Eve Dewan, Sveta Milusheva, Joel Simundich, Liz Rubin, Kelly Garrett, Dawn Goodman, Leora Johnson, Frances Mantak, Dan DiPrete, Emily Maranjian, and Abbot Stranahan were in attendance. Paula McNamara, Alex Gourevitch, Steven Lubar, Anita Shukla, Grace Stokan, Dan Ebner, Julianne Hanavan, Brendan McNally, and Milisa Galazzi were unable to attend.

The minutes of the November 25, 2014 meeting were approved.

President Paxson gave an overview of the February 2015 Corporation Meeting. The budget deficit which is projected to be \$6.7 million in FY15 and the approaches being taken to eliminate it were discussed. The deficit is the result of unexpected growth in the cost of financial aid and larger-than expected declines in federal research funding. The Deficit Reduction Working Group is tasked with identifying opportunities in savings and revenues. Areas of revenue include: sponsored research; master's programs; and an increase in the undergraduate class size.

At the meeting, the Corporation approved increases in tuition, fees, and faculty and staff salary pools. It also approved funds to provide a modest increase in scholarships to newly enrolled students from middle-income families. The Corporation also accepted a \$15 million pledge from an anonymous donor to fund the Resumed Undergraduate Education (RUE) program and a ten-year grant of \$10 million from the Sidney E. Frank Foundation to create and fund the Sidney E. Frank Scholars Endowed BrownConnect Fund and to increase the existing Sidney E. Frank Endowed Scholarship Fund.

Members of the Corporation heard about priorities in the arts from Michael Steinberg, Vice Provost for the Arts, and from Amanda Anderson, incoming Director of the Cogut Center, about plans for exploring the human experience. They also heard a proposal for increasing student engagement with the Corporation. The recommendation to hold discussions with the Corporation and students was implemented at the February meeting. Maahika Srinivasan, UCS President, reported on the wide-breadth of students who participated in and the strong turnout by Corporation members at the discussions on Mental Health and Sexual Assault. Topics will be expanded for future discussions and graduate and medical School students will be included.

The topics of discussion that followed President Paxson's review of the Corporation meeting included seed funding, research funding expectations for the humanities, and resource allocation for the Graduate School.

Before introducing the Sexual Assault Task Force's Interim Report discussion which was led by Russell Carey, Executive Vice President for Planning and Policy and Michelle Cyr, Associate Dean for Academic Affairs, Alpert Medical School, President Paxson pointed out that she approved all of the near-term recommendations included in the report. A new Sexual Misconduct and Title IX website has been created, which along with the Office of Student Life Sexual Misconduct page, contains updated information and support resources for members of the community, including information about interim measures and process flow-charts. For cases of alleged sexual misconduct between students, the

University will now use trained investigators who will gather information and produce a report which will then become part of the case materials.

Mr. Carey reported that the Task Force plans for spring 2015 include: finalizing the Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy; drafting Hearing Policy and Procedures for Investigating, Hearing and Resolving Complaints of Sexual Violence between students (undergraduate, graduate and medical); and focusing attention and resources on constituencies such as the LGBTQ community.

Members of the Council joined the discussion by asking questions and commenting on issues raised. There was discussion on how the interim report was received and whether it had been widely read. Mr. Carey said that the student feedback has been largely positive but that he had hoped for more engagement. The discussion then focused on the varied and unique needs for services and resources among the population of students: undergraduate, graduate and medical. Liza Cariaga-Lo, Vice President for Academic Development and Inclusion, informed the Council of the formation of a Subcommittee to focus on the issues and concerns of graduate and medical students. The Graduate and Medical schools now have a designated deputy Title IX coordinator.

There were questions and discussions on the role of investigators, the appeal process, and policies for handling fraternity issues. When asked how Brown can be a leader in setting sexual assault policy, Mr. Carey referred to the upcoming campus climate survey in which the University has had a leadership role and to Brown faculty members who are leaders in this area of research.

Dr. Cariaga-Lo provided an overview of the Diversity Action Plan which has the overall goal of creating the conditions by which Brown can be a leader in the establishment of innovative and effective policies and practices which facilitate and sustain a more inclusive academic community, where there is both an understanding and valuing of the broad participation of diverse students, faculty and staff in fulfilling the mission of a 21<sup>st</sup> century liberal arts university. Dr. Cariaga-Lo outlined the objectives and planned actions of the plan:

Provide visible leadership on diversity and inclusion across the university and establish clear mechanisms of accountability and reporting on these initiatives at the unit/departmental, divisional, senior leadership levels, and in collaboration with alumni.

Make significant progress in diversifying the faculty, with particular attention paid to the recruitment, retention and support of scholars who have historically been underrepresented in the academy.

Facilitate the ongoing recruitment, retention and developmental support of undergraduate students from underrepresented backgrounds and communities. Ensure that students are provided with resources and support to thrive at Brown.

Make significant progress in the recruitment, retention and support of doctoral and master's students from underrepresented backgrounds. Provide support and mentoring these students need to become leaders in their chosen fields.

Strategically recruit, retain and support medical students from underrepresented backgrounds, and create opportunities for all students to engage with diverse communities so that they are fully prepared to meet the health care needs of these communities.

Make significant progress in diversifying our senior administrative staff and develop mentoring and professional development opportunities which recognize and address the multiple professional needs of staff from diverse backgrounds.

Develop courses, training and other educational opportunities to increase opportunities for students, faculty and staff to learn about and discuss the scholarship on the histories, experiences and issues faced by diverse communities locally, nationally and globally.

Foster a climate of inclusion across the university so that faculty, students and staff have the skills, resources, spaces and mechanisms to be able to meaningfully engage across the many identities and backgrounds that make up our diverse academic community.

Dr. Cariaga-Lo indicated that this is the first of many discussions about the Diversity Action Plan and that Brown cares deeply about the issues of diversity - our many identities – and wants to impact how we think about different communities.

The next meeting of the Brown University Community Council will be held on Tuesday, March 10, 2015 from 4:00 – 5:30 pm in the Stephen Robert '62 Campus Center, Kasper Multipurpose Room.

Respectfully submitted,

Catherine Pincince  
Secretary of the Brown University Community Council

**Brown University Community Council**

**Wednesday, February 18, 2015**

**4:00 – 5:30 pm**

**Stephen Robert '62 Campus Center, Kasper Multipurpose Room**

**Agenda**

1. Approval of Minutes of November 25, 2014 Meeting
2. Overview of February 2015 Corporation Meeting  
*President Paxson*
3. Discussion of Sexual Assault Task Force's Interim Report  
*Russell Carey and Michele Cyr*
4. Overview of Diversity Action Plan  
*Liza Cariaga-Lo*
5. Open Time for University Community Members to Present Broad Campus Issues to the Council



BROWN

Dear Members of the Brown Community,

Last month I released the [Interim Report of The Task Force on Sexual Assault](#). The report, which I strongly encourage all members of the Brown community to read, made a number of near-term recommendations formulated to strengthen our policies and practices for preventing and responding to sexual assault at Brown. After receiving the report I formed a working group, chaired by Liza Cariaga-Lo, vice president for academic development, diversity and inclusion, to coordinate the implementation of the near-term recommendations. I am writing to update you on the progress that has been made over winter break.

The Task Force recommended that Brown clarify information available on websites regarding policies, support services, and interim measures. Given the short time-frame since receipt of the report, work in this area remains underway, but I am pleased to report that a new [Sexual Misconduct and Title IX](#) website has been created. This site, and the [Office of Student Life Sexual Misconduct](#) page, contain updated information and support resources for members of the community, including information about [interim measures](#) and [process flow-charts](#) recommended by the Task Force. This material will continue to be refined and extended over the course of the semester. I encourage all students, faculty and staff to review the sites, familiarize yourself with their contents, and offer feedback and suggestions regarding how they can be improved.

The Task Force also recommended that Brown take steps to reduce the time and the traumatic nature of the University hearing process. Effective immediately, for cases of alleged sexual misconduct between students, the University will use trained investigators who will gather information and produce a report which will then become part of the case materials. Professional investigative reports that present comprehensive and unbiased accounts of the facts will make hearings better informed, less burdensome, and less traumatic to all students – complainants, respondents, and witnesses – involved. The Office of Student Life, working closely with the Offices of Institutional Diversity and General Counsel, will oversee the work of these individuals, who will be qualified to carry out investigations of alleged sexual misconduct and sensitive to the campus culture, including the issues of diversity.

To further reduce the strain of the process, both complainants and respondents in cases of sexual misconduct will be proactively assigned a student support dean from the Office of Student Life and an academic dean from the Dean of the College (or graduate or medical school, as appropriate.) This will ensure that students receive coordinated personal and academic support and advice throughout the process.

We have also accepted the recommendation of the Task Force that the entirety of the appeals process (from the point the appeal request is filed to the decision) will take place within thirty (30) days unless there is good cause for an extension; updated the [Rights and Responsibilities](#) statement for students filing a complaint or responding to a complaint; and made clear that students will be provided with a copy of the memorandum of findings produced by the Student Conduct Board along with their decision letters. A sample memorandum of findings can be seen attached to the sample Student Conduct Board [decision letters](#), available on the Office of Student Life website. We will also begin the practice of sharing appeals filed by one party with all other parties. These initiatives are intended to reduce the time it takes to resolve complaints and provide greater levels of information and transparency to involved students.

A number of recommendations were made in the area of sanctioning, separation, and appeals, and those have also been accepted and acted upon, including:

- Students who are found responsible for sexual misconduct and receive a sanction that includes separation will be immediately removed from campus residentially, and either severely restricted in their movements on campus or barred completely during the entire appeal filing period and appeal process;
- The period of separation from the University, when that is the sanction, has been clarified. For example, if a student is separated for two semesters, the semester in which the case is heard and resolved will not count as one of those two semesters;
- A [number of factors](#) to be considered by the Student Conduct Board in determining an appropriate sanction recommendation have been clearly articulated;
- Complainants will be given earlier information about the possible return of a respondent after a period of [suspension](#). The deadline for when a suspended student must petition to return to the University has been moved up, so we can more promptly notify a complainant about the respondent's intent to return if the petition is granted;
- We now make clear that a failure to abide by any [interim measure](#), such as a No Contact Order, will result in an immediate response, which could include removal from or restriction on campus, and other remedies.

The Task Force recommended strengthened training, education, and awareness programs, all of which are aimed at preventing assault and improving the campus climate. Many of these initiatives will unfold over the coming months and next academic year. Funds for these initiatives, including a discretionary fund to enable the vice president for campus life to respond to the personal and medical needs of complainants and respondents, will be made available. Training programs, once they have been modified to reflect changes in policies, will be delivered to all members of the community on an annual basis. Participation will be mandatory and enforced for all students, faculty, and staff.

The ongoing national search for a Title IX program officer is moving forward. The person appointed to that position will play a key leadership role in shaping policy and programs in this area. The Office of Health Promotion has been authorized to increase the number of staff members who provide counseling, advocacy and prevention education to students from one position to two. This additional staffing is more than justified by the caseload in this area, which has nearly tripled since 2011, as more students are coming forward to discuss their experiences with sexual assault.

The Alpert Medical School has designated Dr. Christine Montross, assistant professor of psychiatry and human behavior and director of counseling resources, as the deputy Title IX coordinator for medical students. Further, I have appointed three additional members to the Sexual Assault Task Force to provide greater depth and experience with regard to the perspectives of complainants, respondents, and students affected by trauma. Carolan Norris, associate director of athletics; Gail Cohee, director the Sarah Doyle Women's Center and assistant dean of the College; and Bitu Shooshani, former coordinator of sexual assault prevention and advocacy and current psychotherapist at Counseling and Psychological Services, will join the Task Force immediately and I am grateful for their willingness to do so.

The Sexual Assault Task Force recommended that Brown collect data on sexual assault and campus climate on a regular basis. Over the last six months, Brown University has been part of a planning group for a multicampus sexual assault survey that will be administered by the American Association of Universities (AAU) in April. The [AAU survey](#) will produce reliable baseline information that can be used to track our progress on sexual assault over time.

The work of the Task Force will continue this semester. I encourage all members of the community to take advantage of opportunities to engage in discussion of these important topics and to offer suggestions, feedback, and input. Our goal remains for Brown to be a national leader in addressing sexual violence and to ensure that our campus is a safe and welcoming place to learn, teach, conduct research, work, and live for all members of the community. That goal will only be attained if all students, faculty, and staff commit fully to doing so.

Sincerely,

Christina Paxson

---

Christina H. Paxson

President

Professor of Economics and Public Policy

Brown University



# Brown University Diversity Action Plan

## Introduction

The seeds of inclusion and openness to diverse perspectives have been part of Brown’s ethos since its founding in 1764. Brown was the first college in the United States to open its doors to students without regard to any religious affiliation. In 1850, Brown’s fourth president, Francis Wayland, proposed a “new system of collegiate education”, designed to reach a more diverse mercantile class through flexible, elective degree programs. In more recent history, Brown’s adoption of the “New Curriculum” in 1969, which has provided Brunonians with a liberal education that has allowed them the freedom to shape their academic experiences to meet their unique intellectual and life goals. Today, Brown University continues to be committed to the ideal of a diverse and more inclusive academic community. The strength of our academic enterprise very much depends on the opportunities and conditions we create to allow our students faculty and staff to connect across our different backgrounds and experiences to be able to address and solve societal problems together from multiple perspectives.

Our world has become ever more complex but also richly textured, and so we must necessarily view diversity through the lenses of history, inequalities in circumstances both economic and social, and the wealth of incredible experiences, talents and skills that we all bring to our work. The actions, thoughts, ideas, and voices of diverse students, faculty and staff matter critically as we here at Brown seek to fulfill our mission “to serve the community, the nation and the world by discovering, communicating, and preserving knowledge and understanding in a spirit of free inquiry.”

## A Diversity Action Plan for Brown

Brown University’s Strategic Plan *Building on Distinction* provides a vision that underscores the compelling educational and societal benefits of a diverse academic community. This Diversity Action Plan provides the framework by which this vision of building and sustaining a diverse and inclusive academic community will be met over the next decade. Brown’s Diversity Action Plan considers diversity in relation to the core priorities of *Building on Distinction* in the areas of integrative scholarship, educational leadership, academic excellence and campus development.

This Diversity Action Plan re-affirms our commitment to address the underrepresentation and barriers to broad participation of U.S. minorities (African American, Hispanic/Latino, Native American and Asian American) and women across academic disciplines in the humanities, social sciences and sciences. This plan also



considers the definition of diversity in the broadest sense to encompass the multiple ways in which we affiliate and express our identities, including race/ethnicity, gender, sexual orientation, disability, veteran's status, religion, language and socioeconomic background, just to name a few.

## The Goal

The overall goal of the Diversity Action Plan is to **create the conditions by which Brown can be a leader in the establishment of innovative and effective policies and practices which facilitate and sustain a more inclusive academic community, where there is both an understanding and valuing of the broad participation of diverse students, faculty and staff in fulfilling the mission of a 21<sup>st</sup> century liberal arts university.**

Brown University must take critical steps in providing resources and in developing new and innovative mechanisms for ensuring that the specific objectives described in the Diversity Action Plan can be successfully met. In addition, there must be a system of assessment and an annual review of progress towards fulfilling the goals and objectives of the Diversity Action Plan.

## The Objectives

1. Provide visible leadership on diversity and inclusion across the university and establish clear mechanisms of accountability and reporting on these initiatives at the unit/departmental, divisional, senior leadership levels, and in collaboration with alumni.
2. Make significant progress in diversifying the faculty, with particular attention paid to the recruitment, retention and support of scholars who have historically been underrepresented in the academy.
3. Facilitate the ongoing recruitment, retention and developmental support of undergraduate students from underrepresented backgrounds and communities. Ensure that students are provided with resources and support to thrive at Brown.
4. Make significant progress in the recruitment, retention and support of doctoral and master's students from underrepresented backgrounds. Provide support and mentoring these students need to become leaders in their chosen fields.
5. Strategically recruit, retain and support medical students from underrepresented backgrounds, and create opportunities for all students to engage with diverse communities so that they are fully prepared to meet the health care needs of these communities.

6. Make significant progress in diversifying our senior administrative staff and develop mentoring and professional development opportunities which recognize and address the multiple professional needs of staff from diverse backgrounds.
7. Develop courses, training and other educational opportunities to increase opportunities for students, faculty and staff to learn about and discuss the scholarship on the histories, experiences and issues faced by diverse communities locally, nationally and globally.
8. Foster a climate of inclusion across the university so that faculty, students and staff have the skills, resources, spaces and mechanisms to be able to meaningfully engage across the many identities and backgrounds that make up our diverse academic community.

## **The Action Plan**

**Provide visible leadership on diversity and inclusion across the university and establish clear mechanisms of accountability and reporting on these initiatives at the unit/departmental, divisional, senior leadership levels, and in collaboration with alumni.**

Actions:

1. The Office of Institutional Diversity and Inclusion will develop a Diversity at Brown Annual Report which will be sent to the President, Provost, the President's Diversity Advisory Council and the Faculty Executive Council's Committee on Faculty Equity and Diversity each fall semester. This report will provide data and information on progress towards the specific objectives of the Diversity Action Plan during the previous academic year. Responses and feedback will be sought from the recipients of this report.
2. Each Department and/or Unit will develop departmental/unit-specific diversity action plans in order to establish diversity goals and objectives that are defined by the department and/or unit, which takes into account the unique circumstances and needs in these areas. Diversity Action Plans will be developed with support from the Office of Institutional Diversity and Inclusion and will be submitted to this office and regularly updated.
3. External reviews of departments and/or units will include specific consideration of diversity and inclusion efforts and the extent of progress made by the department/unit in diversifying its faculty, staff and/or students.

*Responsibilities rest with:*

*President, Provost, Vice President for Academic Development, Diversity and Inclusion, department chairs, center/unit directors, deans and senior cabinet members.*

**Make significant progress in diversifying the faculty, with particular attention paid to the recruitment, retention and support of scholars who have historically been underrepresented in the academy.**

Actions:

1. We will double the proportion of underrepresented minority (URM) faculty at Brown through strategic mechanisms of outreach, recruitment and faculty development undertaken by the Dean of the Faculty, Dean of Alpert Medical School, Dean of the School of Public Health and Dean of the School of Engineering, in partnership with the VP of Academic Development, Diversity and Inclusion and with oversight by the Provost.
2. We will identify and develop young scholars from diverse backgrounds through the establishment of the Brown University President's Diversity Postdoctoral Fellowship Program.

*Responsibilities rest with:*

*Provost, Vice President for Academic Development, Diversity and Inclusion, Deans, Department Chairs, and Faculty Search Committee.*

**Facilitate the ongoing recruitment, retention and developmental support of undergraduate students from underrepresented backgrounds and communities. Ensure that students are provided with resources and support to thrive at Brown.**

Actions:

1. We will ensure that undergraduate students from underrepresented backgrounds receive comprehensive and holistic support throughout their undergraduate years through need-blind financial aid, resources for academic advising, social/emotional support, and individual career/professional guidance provided by various offices across the university (Offices of Admissions and Financial Aid, Dean of the College, Campus Life and Student Services, Departments and other relevant offices across the university).
2. We will develop more resources for curricular support for students across all disciplines, but notably in the areas of Science, Technology, Engineering and Mathematics (STEM).
3. We will provide more resources and opportunities for advisors to gain skills and tools necessary for advising an ever more diverse undergraduate student population.

*Responsibilities rest with:*

*Dean of the College, Office of the Vice President for Campus Life and Student Services, Office of Admissions and Financial Aid, Academic Departments, and the Vice President for Academic Development, Diversity and Inclusion.*

**Make significant progress in the recruitment, retention and support of doctoral and master's students from underrepresented backgrounds. Provide support and mentoring these students need to become leaders in their chosen fields.**

Actions:

1. We will provide enhanced support for the development of more robust and comprehensive outreach and recruitment program to attract doctoral and master's students from underrepresented backgrounds.
2. We will develop a mentoring program that will address the academic, professional and social/psychological support needs of graduate students.
3. We will establish mechanisms for supporting the scholarships of advanced doctoral students through dissertation completion fellowships and small interdisciplinary research conferences that focus on the integrative scholarship themes outlined in the *Building on Distinction* strategic plan.

*Responsibilities rest with:*

*Vice President for Academic Development, Diversity and Inclusion, Office of the Dean of the Graduate School, Associate Dean for Multicultural Affairs and Diversity, Directors of Graduate Studies.*

**Strategically recruit, retain and support medical students from underrepresented backgrounds, and create opportunities for all students to engage with diverse communities so that they are fully prepared to meet the health care needs of these communities.**

Actions:

1. We will work with medical school alumni to develop a mentoring program for medical students.
2. We will work with the relevant Deans in the Office of the Dean of Alpert Medical School and faculty to facilitate the development of cultural competency curricula and to develop opportunities for engaged scholarship on health-related issues, particularly around health disparities and culturally-responsive approaches to health care.

*Responsibilities rest with:*

*Vice President for Academic Development, Diversity and Inclusion, Alpert Medical School relevant deans and faculty.*

**Make significant progress in diversifying our senior administrative staff and develop mentoring and professional development opportunities which recognize and address the multiple professional needs of staff from diverse backgrounds.**

Actions:

1. We will establish a leadership and management program that will provide comprehensive training and skills development for staff from diverse backgrounds.
2. We will establish an outreach program which will identify outstanding administrators from diverse backgrounds who can be recruited to positions at Brown.
3. We will create opportunities for ongoing professional development activities to allow staff at Brown to be more cognizant of how we support the needs of our diverse constituents (faculty, students and other staff) on campus.

*Responsibilities rest with:*

*Vice President for Academic Development, Diversity and Inclusion, Vice President for Human Resources, Director of Diversity and AA/EEO Affirmative Action Officer, and other relevant Human Resources Staff.*

**Develop courses, training and other educational opportunities to increase opportunities for students, faculty and staff to learn about and discuss the scholarship on the histories, experiences and issues faced by diverse communities locally, nationally and globally.**

Actions:

1. We will develop the skills, tools and resources to promote cultural literacy and culturally-responsive practices in the classroom, research, training environments and other contexts of engagement across the university.
2. We will seek to articulate and integrate the ways in which diversity and global engagement intersect and synergistically work to promote diversity and inclusion in the academy.

3. We will provide mechanisms to support the development of innovative curricula which facilitate teaching and learning of the experiences, histories and issues faced by diverse communities.

*Responsibilities rest with:*

*Vice President for Academic Development, Diversity and Inclusion, Office of the Dean of the College, Office of the Vice President for Campus Life and Student Services, Associate Provost for Global Engagement, and faculty.*

**Foster a climate of inclusion across the university so that faculty, students and staff have the skills, resources, spaces and mechanisms to be able to meaningfully engage across the many identities and backgrounds that make up our diverse academic community.**

Actions:

1. We will develop an infrastructure to sustain the Transformative Conversations@Brown Project, which can support discussions, activities and develop resources to support challenging conversations across differences.
2. We will provide mechanisms for funding innovative projects proposed by departments and/or units which can serve as a model of effective diversity and inclusion programs that help build community.

*Responsibilities rest with:*

*Vice President for Academic Development, Diversity and Inclusion, Transformative Conversations@Brown Planning Committee, departments/units.*

## **Where will we be in 10 Years?**

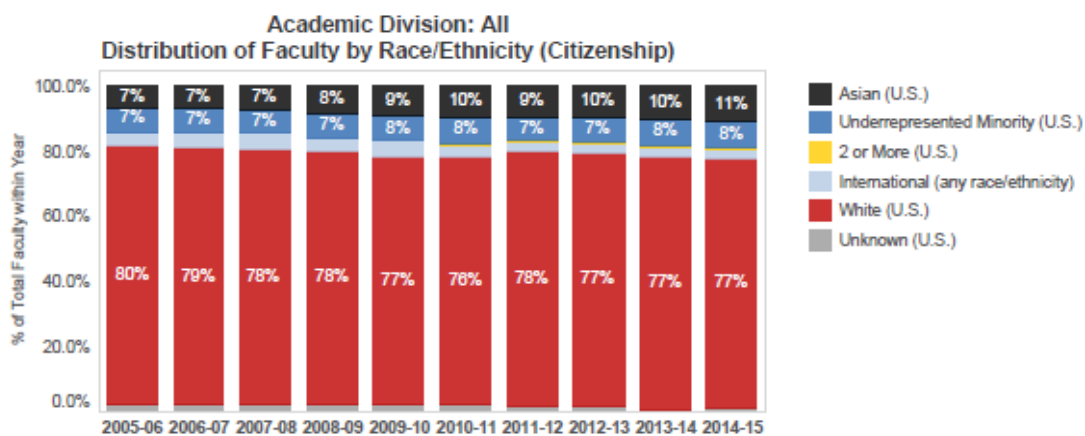
Through the mechanisms established in this Diversity Action Plan:

1. In 10 years Brown will have developed a significantly more diverse faculty and student body;
2. Significantly improved academic support, advising, mentoring and resources for all students from underrepresented backgrounds;
3. Significantly increase the number of underrepresented minority doctoral and master's students;
4. Significantly increase and improve courses, training and other educational opportunities to allow students, faculty and staff to have an informed understanding of the histories, experiences and issues faced by diverse communities, locally, nationally and globally;

- Brown will have a more inclusive climate across the university, where there are distinctly visible spaces, mechanisms and resources to meaningfully engage across the many identities and backgrounds that make up our diverse communities.

Diversity is a critical enabler of excellence. As we strive to fulfill the goals and objectives set forward in this Diversity Action Plan, we will continue to engage faculty, students, staff and alumni in substantive discussion about innovative ideas and approaches to ensuring that we fulfill our aspirations as a university which has inclusive excellence as a core value and where meaningful progress is being made to demonstrate how diverse communities can work more effectively to address the challenging issues of our 21<sup>st</sup> century global and transnational society.

Brown Faculty Snapshot: In 2014-2015 19.5% of all Regular Faculty self-reported as Asian, Hispanic/Latino, African American or two or more races (US Citizen and/or Permanent Resident).





## OVERVIEW: Brown University Diversity Action Plan

**Overall Goal:** To be a leader in the establishment of innovative and effective policies and practices which facilitate and sustain a more inclusive academic community, where there is both an understanding and valuing of the broad participation of diverse students, faculty and staff in fulfilling the mission of Brown.

<p>1. Provide visible leadership on diversity and inclusion across the university and establish clear mechanisms of accountability and reporting on these initiatives at the unit/departmental, divisional, senior leadership levels, and in collaboration with alumni.</p> <ul style="list-style-type: none"> <li>• Annual Diversity Report</li> <li>• Departmental Diversity Action Plans</li> <li>• External Reviews that highlight diversity</li> </ul>	<p>2. Make significant progress in diversifying the faculty, with particular attention paid to the recruitment, retention and support of scholars who have historically been underrepresented in the academy.</p> <ul style="list-style-type: none"> <li>• Doubling of URMs over 10 years</li> <li>• Faculty Development</li> <li>• Presidential Diversity Postdoc Fellowships</li> </ul>
<p>3. Facilitate the ongoing recruitment, retention and developmental support of undergraduate students from underrepresented backgrounds and communities. Ensure that students are provided with resources and support to thrive at Brown.</p> <ul style="list-style-type: none"> <li>• Financial Aid</li> <li>• Pre-Orientation Program</li> <li>• Curricular Support</li> <li>• Advisor Training</li> <li>• STEM Initiative</li> </ul>	<p>4. Make significant progress in the recruitment, retention and support of doctoral and master's students from underrepresented backgrounds. Provide support and mentoring these students need to become leaders in their chosen fields.</p> <ul style="list-style-type: none"> <li>• Outreach and Recruitment</li> <li>• Mentoring Program</li> <li>• Dissertation Completion Fellowships</li> <li>• Young Scholars Conferences</li> </ul>
<p>5. Strategically recruit, retain and support medical students from underrepresented backgrounds, and create opportunities for all students to engage with diverse communities so that they are fully prepared to meet the health care needs of these communities.</p> <ul style="list-style-type: none"> <li>• Mentoring Program</li> <li>• Cultural Competency Curricula</li> <li>• Engaged Scholarship</li> </ul>	<p>6. Make significant progress in diversifying our senior administrative staff and develop mentoring and professional development opportunities which recognize and address the multiple professional needs of staff from diverse backgrounds.</p> <ul style="list-style-type: none"> <li>• Professional Development Activities</li> <li>• Leadership and Management Development</li> <li>• Outreach Program</li> </ul>
<p>7. Develop courses, training and other educational opportunities to increase opportunities for students, faculty and staff to learn about and discuss the scholarship on the histories, experiences and issues faced by diverse communities locally, nationally and globally.</p> <ul style="list-style-type: none"> <li>• Cultural Literacy</li> <li>• Diversity and Global Engagement</li> <li>• Curriculum Development</li> </ul>	<p>8. Foster a climate of inclusion across the university so that faculty, students and staff have the skills, resources, spaces and mechanisms to be able to meaningfully engage across the many identities and backgrounds that make up our diverse academic community.</p> <ul style="list-style-type: none"> <li>• Transformative Conversations Project</li> <li>• Departmental Diversity/Inclusion Model Programs</li> </ul>



**The Scholarship of Diversity and Inclusion in the Academy:  
Lessons Learned and the Work Ahead for Universities in the 21<sup>st</sup> Century  
A National Diversity Summit at Brown University  
March 6-8, 2015**

The work of diversity and inclusion in the academy continues to be challenging, even as higher education institutions have had unprecedented enrollments of ever more diverse students at the undergraduate, graduate and professional levels over the last decade. Policies and practices to diversify the academy have been actively implemented by colleges and universities across the country to address students' and institutional needs, and Brown University has been a leader in establishing many effective models. In addition, many of our alumni have played significant roles at the national and international levels to inform the research and scholarship of diversity and inclusion. Thus, as we conclude the 250<sup>th</sup> Anniversary Celebration here at Brown in March 2015, we will convene a National Diversity Summit to bring together thought leaders and innovators, many of whom have ties to Brown University, to participate in a gathering that would provide opportunities to engage in critical discussions about what we have learned to date from the scholarship of diversity and inclusion and how this research informs our policies and practices in order to be able to advance and sustain an inclusive community of scholars. This Summit will particularly highlight the enduring impact of Brown and Brown alumni on our diverse and globally engaged community, especially as the Summit brings forward the relevant research and scholarship that have been instrumental in advancing diversity and inclusion work in the academy.

**National Diversity Summit Schedule (Outline):**

Friday, March 6, 2015

- 4:00-6:00 pm – Exhibit of African Americans at Brown Timeline/CSSJ and Registration/Light Reception
- 6:00-8:00pm --Welcome Plenary on Institutional Viability and Vitality, President Christina Paxson's Remarks and Dinner

Saturday, March 7, 2015

- 8:30-10:00 am -- Breakfast Plenary Session on Access and Success (Keynote: Richard Tapia, Rice University)
- 10:00-11:30 am – Concurrent Breakout Sessions
- 11:30-12:00pm – Coffee Break and Poster Sessions
- 12:00-1:30pm – Lunch Plenary Session on Climate and Intergroup Relations (Keynote: Susan Sturm, Columbia University)
- 1:30-3:00pm – Concurrent Breakout Sessions
- 3:00-3:30pm – Coffee Break and Poster Sessions
- 3:30-5:00pm – Closing Plenary Session on Education and Scholarship (Keynote and Moderator: Tricia Rose, Brown University, with Jennifer Richeson, Northwestern University and Rachel Godsil, Seton Hall School of Law)

Sunday, March 8, 2015

- 9:00-11:00am – Provost Vicki Colvin's Remarks; Brunch Discussion regarding next steps; Showcase Co-curricular and Extracurricular Diversity and Inclusion Projects