

Minutes of the Brown University Community Council (BUCC) Meeting
Tuesday, November 24, 2015
4:00 – 5:30 p.m.

Members: President Paxson, Provost Locke, Mary Grace Almandrez, Russell Carey, Cass Cliatt, Reid Cooper, Susan Harvey, Jennifer Lambe, Steven Lubar, Anita Shukla, Kurt Teichert, Lily Cohen, Manuel Contreras, Sazzy Gourley, Cameron Johnson, Jovian Yu, Fernando Betancourt, Kelly Garrett, Dawn Goodman, Leora Johnson, Brendan McNally, Linda Welsh, James Gardner, and Emily Maranjian were in attendance. Beverly Ledbetter, Vesna Mitrovic, Don Operario, Paula McNamara, Grace Stokan, Eve Dewan, Sveta Milusheva, Joel Simundich, Liz Rubin, and Milisa Galazzi were unable to attend.

The minutes of the October 27, 2015 meeting were approved.

Professor Anthony Bogues, Director of the Center for the Study of Slavery and Justice, reviewed the Center's priorities for the next three years. First among its priorities is the development of courses on racial slavery and its contemporary legacies. The appointment of faculty fellows who teach and do research on the history of race and slavery in the United States and the world is among its important priorities. The Center is developing orientation materials on the history of the University for fall 2016. Much focus is being given to the research cluster on human trafficking and to one that examines the question of modernity and its relationship to racial slavery. The Center is committed to working with high schools in Providence and supporting a regular series of talks by scholars and activists. Fundraising is core to the sustainability of the Center.

As President Paxson began a discussion of the Diversity and Inclusion Action Plan, a group of students filed to the front of the room holding signs and proceeded to read statements regarding their dissatisfaction with the Action Plan. Students spoke versions of "If Brown University Were Really Together, ..." to express their experiences with racism at Brown. After reading the charge, which describes the BUCC as "a university-representative forum for discussion ...," a student called for others to take seats at the table with Council members and join the discussion.

President Paxson returned to discussing the Diversity and Inclusion Action Plan and its four areas of focus: Campus Community; Investing in People; Academic Leadership; and Accountability. She acknowledged that there have been similar plans dating back to the 1960s, and affirmed that this is the time for Brown to move forward. The meeting moved to being an open discussion as those in attendance began to ask questions about the Action Plan. Many of the questions were about the actions being taken by Brown to have a more diverse faculty. Liza Cariaga-Lo, Associate Provost for Academic Development, Diversity and Inclusion, spoke about efforts to recruit and retain both junior and senior underrepresented faculty and a commitment to provide resources to help young scholars become tenured. She emphasized the importance

of mentoring for junior faculty. Provost Locke highlighted Professor Chris Rose, Associate Dean of Faculty, who is charged with increasing the number of professors from underrepresented minorities in the physical sciences.

Another area of discussion was the arming of Brown's public safety officers and policing in residential areas. Several in the audience wanted Brown to disarm. Russell Carey, Executive Vice President for Planning and Policy, provided background on the arming which was the result of concern about violent crime on and around campus and not wanting to have a policy of non-engagement where incidents are turned over to the Providence police.

A recommendation was made to replace the word "maintain" with "enhance" so that the goal listed in the Diversity Inclusion Action Plan under Investing in People reads as: Enhance diversity among our undergraduate population with a specific focus on Black, Latinx, Native American and first-generation students. It was agreed that the change should be made. President Paxson talked about the need to build the pool through such programs as College Horizon. Provost Locke referred to plans being developed to build stronger ties to Native American communities in Rhode Island and Upstate New York to assist in recruiting.

Towards the end of the meeting there was discussion on how to engage all of the community in the conversation of diversity and inclusion. Forums and diversity training were suggested as means for such engagement by faculty, students, and staff. At the close of the meeting, at the request of a student, assurance was given that there would be no punishment for those who participated in the meeting.

The next meeting of the Brown University Community Council will be held on Tuesday, February 16, 2016 from 4:00 – 5:30 pm at Brown/RISD Hillel, 80 Brown Street.

Respectfully submitted,
Catherine Pincince, Secretary of the Brown University Community Council

Brown University Community Council

Tuesday, November 24, 2015

4:00 – 5:30 pm

Stephen Robert '62 Campus Center, Kasper Multipurpose Room

Agenda

1. Approval of Minutes of October 27, 2015 Meeting
2. Updates and Priorities from the Center for the Study of Slavery and Justice
Professor *Anthony Bogue*
3. Discussion of *Pathways to Diversity and Inclusion: An Action Plan for Brown University*
4. Open Time for University Community Members to Present Broad Campus Issues to the Council



BROWN UNIVERSITY

OFFICE OF THE PRESIDENT

Box 1860 • Providence, RI 02912 • USA

T 401.863.2234 • F 401.863.7737

Christina H. Paxson

November 19, 2015

Dear Members of the Brown Community,

Brown's pursuit of a fully diverse and inclusive community will define us for generations to come. The draft document *Pathways to Diversity and Inclusion: An Action Plan for Brown University* outlines a concrete set of actions to promote diversity and inclusion and confront the issues of racism, power, privilege, inequity and injustice that are part of the Brown experience for so many members of our campus. This plan is intentionally presented as a working document because the input of our students, faculty and staff is vitally important for establishing a set of achievable actions to build a better Brown. An online feedback form will be open until December 4, 2015, to gather your feedback. After that date, we will review the responses and make modifications to the plan that take into account the community's input and careful consideration of how any new recommendations might be implemented. We will release the final plan by the end of the semester.


This document grew out of discussions with many members of our community — faculty, students, staff and alumni — over a long period of time, and reflects intense work on the part of my colleagues in the senior administration. I am grateful for their contributions. The plan also has been profoundly informed, and substantially improved by recent campus conversations about structural racism. The deep pain that we have heard expressed by students of color in the past weeks and months — a pain that has been affirmed by faculty and staff members who work closely with and care deeply about our students — is very real. We value our students of color and are grateful to them and those working with them for calling attention to actions needed to address racism and injustice on our campus.

Creating a just and inclusive campus community is key to Brown's ambitions as a university. Legacies of structural racism and discrimination in our society and on our campus undermine our goals of being a diverse, inclusive, and academically excellent community. Although we cannot solve these problems globally, we can ensure that all members of our community are treated with dignity and respect, and are provided the opportunities they need to reach their full human potential. We can make sure that Brown is a place where these issues are acknowledged and better understood through the courses we teach and the scholarship we conduct. And we can prepare leaders who make significant positive changes in the world throughout their lives.

I am excited about the concrete actions outlined in this plan. I recognize that much of what is proposed will be difficult and complex, and success will require the concerted efforts of all members of the Brown community, working together. But I am confident that if we commit to this work, Brown will emerge as a significantly stronger university that more fully reflects our core values.

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

Sincerely,

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

Christina H. Paxson
President

Pathways to Diversity and Inclusion An Action Plan for Brown University

November 19, 2015

INTRODUCTION

Why Diversity and Inclusion?

Both *diversity* and *inclusion* are central to Brown's mission of creating knowledge and preparing students to serve the community, the nation and the world. Our commitment to diversity, which is highlighted in Brown's strategic plan *Building on Distinction*, means attracting exceptionally talented faculty, students and staff with the breadth of backgrounds and experiences critical to a vibrant intellectual community. Our commitment to inclusion means sustaining a campus culture in which each individual's humanity and dignity are acknowledged and accorded the full respect of the entire university community, and in which each individual's equal standing as a member of that community is assured. We must be attentive to race, gender, ethnicity, sexuality, socio-economic class, nationality, creed, ability, and all other constituent features and expressions of one's identity, so that we may all thrive academically and socially. We must create and sustain a campus culture that is respectful, safe, and welcoming for all students, faculty and staff, so that we can all meet our full potential.

To reach that potential we must foster and maintain a diverse *and* inclusive campus. It would be an empty victory to achieve one without the other. Absent diversity, an inclusive campus may become a homogenous intellectual echo chamber that cannot teach individuals how to learn from, communicate and collaborate with people different from themselves. Absent inclusion, a diverse campus may generate misunderstanding, invisibility, frustration and even anger that stems from the unproductive clash of people who bring different worldviews, experiences and concepts of identity to campus. It is only on inclusive campuses that diversity becomes a valued asset that promotes the advancement of knowledge and the learning and development of all of its members. Brown must achieve both objectives alongside, and interlinked with, maintaining the highest and most rigorous academic standards.

The challenge of building diverse and inclusive communities extends well beyond our campus. But universities like Brown play a special generative role in this effort. Education provides the foundation on which diversity can be transformed into opportunities for understanding social difference. Thinking critically, communicating clearly, developing analytical skills while at the same time studying history and culture create the conditions that allow for genuine social inclusion to take the place of social division and exclusion. Addressing issues of social justice requires the intellectual preparation that universities are designed to provide.

Our commitment to diversity and inclusion is essential to our mission as a university, and it reflects the strongly-held Brown value that knowledge and education should advance society. We acknowledge that historically, institutions of higher education like Brown were not designed for the inclusion of people of all races, ethnicities, creeds, socio-economic classes, genders, identities and disability status. To confront this reality and its enduring legacies, we are committing to the work of transforming the policies, structures, and practices that have served to exclude, rather than meaningfully include, all members of the community. Living up to our values means not just opening Brown's doors to talented people who have historically been excluded from the world of higher education. It means ensuring that these students, scholars and staff thrive at Brown, equipped with the resources and tools needed for

success and with the full confidence that they are valued and respected members of the community. It means changing our organizational culture to be truly inclusive. And it means advancing teaching and scholarship about power, privilege and justice in contemporary and historical contexts, so that the injustices of the past do not continue to shape our lived experiences. As a community, all of us – administrators, faculty, staff and students – are accountable to a standard that values respect for the dignity of every human being through respectful dialogue and thoughtful engagement.

This report is guided by the belief that universities such as Brown have a special obligation to develop best practices and serve as incubators for the creation of equitable, just and inclusive communities. This is central to Brown’s mission and an important opportunity for us to lead in this critical area. This Plan for Diversity and Inclusion is part of our broader strategic plan for the University and many of the initiatives described below are already underway. **To implement this Action Plan, the University anticipates committing an investment in excess \$100 Million over the next ten years. A timeline for each of these action items is included in Appendix A.**

The Purpose of this Plan

The purpose of this Action Plan is to establish a set of concrete, achievable actions that will make Brown more fully diverse and inclusive. We have chosen to focus attention on a relatively small number of areas that we believe will have the biggest immediate impact on our community, with the expectation that, as time goes by and we learn from experience, more actions will be added to address current and emerging needs. The actions we specify fall into three categories, which mirror the major themes of the University’s strategic plan, *Building on Distinction*.

1. Campus Community: Creating a just and inclusive campus community is central to Brown’s ambitions as a university. Legacies of structural racism and discrimination in our society and on our campus undermine our goal to be a diverse, inclusive, and academically excellent community. Recently, our students of color—Black, Latinx, Native American, Asian American and Pacific Islanders, and others—have been calling attention to actions needed to address racism and injustice on our campus. These include the development of focused professional and educational development programs for all faculty, staff, administrators, and students which promote respect, sensitivity and cross-cultural understanding; the provision of additional resources for centers that support students from historically marginalized groups such as the Brown Center for Students of Color, the LGBTQ Center, and the Sarah Doyle Women’s Center; and the development of a Brown campus climate survey that focuses on inclusion and the experiences of members of our community, and which will collect the data needed to guide the development of future programs and (as the survey is repeated) track progress over time.
2. Investing in People: *Building on Distinction* highlights the idea that diversity is essential to the success of an academic community. We have made strong commitments to increasing the diversity of the Brown community, with a particular focus on increasing the racial and ethnic diversity of Brown’s faculty, staff, administration and graduate students, and increasing gender diversity for faculty and graduate students in specific fields; expanding opportunities for students from historically underrepresented groups to engage in research with faculty and undertake paid summer internships; strengthening the mentoring and retention of underrepresented faculty, post docs and graduate students; and developing new strategies for encouraging exceptional high school students of color to apply to and enroll at Brown.

3. Academic Leadership: *Building on Distinction* is centered on a set of integrative themes (e.g., deciphering disease, sustaining life on earth, promoting just, peace and prosperous societies, improving population health, etc.) that bring together scholars and students from different disciplines and perspectives to advance knowledge and address some of the world's great challenges. Issues of race, ethnicity and identity are central to each of these interdisciplinary research and teaching endeavors. For example, Brown's work on sustainability ("Life on Earth") focuses specifically on how environmental change impacts the most vulnerable groups in our society. Our work on deciphering disease and population health likewise centers on issues that disproportionately impact marginalized groups. The strategic plan provides an exciting opportunity for the University to integrate issues of race, ethnicity and identity into the study of environment, population health, technological innovation, and global affairs, and other themes central to Brown's future. In addition, working with academic departments such as American and Ethnic Studies and Africana Studies, and centers such as the Center for the Study of Slavery and Justice, the Watson Institute, the Cogut Center, and the Center for the Study of Race and Ethnicity in America, among others, Brown will create new opportunities for education and research on issues of social justice throughout the campus.

Finally, the Plan includes a section on the topic of accountability, which establishes a clear and transparent process for oversight of our progress and allows for continuous community input (from standing committees of faculty, students, staff and alumni) into the establishment of future priorities, as well as a commitment for all academic and administrative departments and centers to create and be accountable for their own plans for diversity and inclusion.

Progress on Diversity and Inclusion

This is not the first plan Brown has developed on issues of diversity and inclusion. The work we are proposing builds on a long legacy of work and activism by previous generations of Brown students, alumni, faculty and staff.

Brown's progress over 10 years in attracting students and faculty from historically underrepresented groups (HUG) is summarized in Table 1, defined here as people who self-identify as Hispanic or Latinx, American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander. More detailed tables that provide greater levels of granularity within racial and ethnic groups are in Appendix B. The figures in Table 1 and Appendix B indicate that Brown has significantly greater racial and ethnic diversity among undergraduates and medical students than among graduate students and faculty. Among undergraduates, historically underrepresented groups have relatively low representation in STEM fields. The growth in diversity among faculty and graduate students, although positive, has been modest. We recognize the need to make progress on hiring women in STEM fields, particularly in the Physical Sciences, as well as Asian American Pacific Islanders (AAPI) in the humanities and social sciences at the graduate and faculty levels. Although not shown in Table 1, the University has made limited progress in diversifying the senior administration—currently, 10% of the members of the President's cabinet are from historically-underrepresented groups, as defined above, and this will continue to be an area of priority. By contrast, the representation of people from historically-underrepresented groups on the Brown Corporation is similar to that in the undergraduate student body.

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

| | 2004-2005* | 2009-2010 | 2014-2015 |
|--|------------|-----------|-----------|
| UNDERGRADUATE STUDENTS | | | |
| % HUG | 14.1 | 15.3 | 18.6 |
| % HUG among STEM concentrators | 12.1 | 14.7 | 12.8 |
| % women among STEM | 53.2 | 44.2 | 46.0 |
| % international | 6.2 | 8.9 | 11.6 |
| GRADUATE STUDENTS | | | |
| % HUG | 5.7 | 8.8 | 8.8 |
| % HUG among STEM students | 2.3 | 4.6 | 7.6 |
| % women among STEM students | 41.3 | 39.1 | 42.0 |
| % international | 34.5 | 32.4 | 34.7 |
| MEDICAL STUDENTS | | | |
| % HUG among medical students | 20.5 | 16.8 | 23.3 |
| % women among medical students | 57.1 | 52.9 | 52.2 |
| % international among medical students | 4.8 | 1.7 | 1.4 |
| FACULTY | | | |
| % HUG among faculty | 6.7 | 7.9 | 8.1 |
| % HUG among STEM faculty | 2.5 | 4.0 | 4.7 |
| % women among STEM faculty | 19.3 | 21.2 | 22.6 |
| % international among faculty | 4.4 | 4.5 | 2.8 |
| STAFF | | | |
| % HUG among staff | 15.1 | 14.4 | 12.9 |
| % women among staff | 59.2 | 60.0 | 58.1 |
| % international among staff | 0.7 | 0.9 | 0.5 |

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

NOTES:

- 1) For faculty and graduate students, STEM includes all departments in the physical and biological sciences and in Engineering. STEM student counts are of completed concentrations. A student who completed multiple concentrations will be counted once for each concentration. All other student counts are of degree-seeking students enrolled as of the fall term, with each student counted once.
- 2) The historically underrepresented groups (HUG) category includes people who report themselves as Hispanic or Latino, American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander. For faculty, the HUG group also includes some people who are Multiracial. For students, people who are Multiracial are not currently in HUG. International students and faculty are not counted in the HUG category. The data available do not permit disaggregation of people who do not identify solely as either male or female.

The figures in Table 1 speak to increasing diversity but are silent on inclusion. Recently, we have heard from numerous students of color—Black, Latinx, Native, Asian and Multiracial students—as well as students from the LGBTQ+ community and international students, that Brown is not as inclusive as it needs to be. The problems students have voiced range from exposure to racism and other behaviors that disparage members of under-represented groups in and out of the classroom; to (for lower-income domestic and international students) a lack of financial support to meet food, books, clothing and travel expenses; to the view that the curriculum and learning opportunities do not provide adequate exposure to diverse perspectives and attention to matters of social justice. These issues and others result in an environment that is not fully inclusive. Although numerous students, faculty and staff have raised these concerns, we do not currently have data that can be used to quantify their prevalence, set goals for

improvement, or measure progress. A priority in the coming year will be to collect comprehensive quantitative and qualitative information on the climate of inclusivity of the Brown environment.

CAMPUS COMMUNITY: Creating Inclusive Living and Learning Environments

Brown must create an inclusive campus environment in which all of its members—students, faculty and staff—are respected and valued, each and every day, in classrooms, offices, laboratories, residence halls, dining halls, and in public spaces on campus. At a minimum, this means that members of our community must be free from the experience or threat of harassment and intimidation on the basis of characteristics such as race, ethnicity, sexual orientation, nationality, creed, gender identity, or disability status. However, we aspire to more: to create a community that works actively to counteract inequity and injustice and promotes respect and learning. The following actions are aimed at developing the knowledge base and educational programs needed to achieve this aim.

1. Provide stronger financial and mentoring support.

- **Support critical living and learning expenses for low-income undergraduate students:** Even with financial aid, many low income domestic and international students require financial assistance for such things as health insurance, trips home for family emergencies, laptops and books, and access to dining and housing for those who remain on campus during school breaks. We will double the amount of funding available through the Office of Campus Life's Emergency Fund, extend dining opportunities during breaks, provide all students in need with access to health insurance, textbooks and laptops, and hire a dean dedicated to working with and supporting first generation and low-income students.
- **Expand resources for centers that support students from diverse communities:** Three important centers on campus—the Brown Center for Students of Color, the Sarah Doyle Women's Center, and the LGBTQ Center—serve a vital role in supporting and empowering undergraduate and graduate students. It is clear that these centers require additional resources. We commit to adding 2-3 staff positions in support of the work of these centers in 2016-17. The positions will be defined by the new Vice President for Campus Life and Student Services after this position is filled in 2016.
- **Expand mentoring programs:** Brown currently has a set of mentoring programs including the ALANA Mentoring Program for students of color and the Renn Mentoring Program for LGBTQ+ students. We will expand mentoring resources for students of color, LGBTQ+ students, and first generation college students by increasing connections between Brown alumni, graduate students, and undergraduate students, using as a model the very successful Women's Launch Pad, which matches Brown students with alumni who provide life and career advice.

2. Create professional development and educational opportunities for all community members.

- **Develop and run professional development workshops for faculty, graduate students, administration and staff:** These workshops will foster greater awareness and sensitivity on issues of race, ethnicity, sexual orientation and gender identity and expression. The initial pilot workshops will be held during the upcoming winter break. The division of Campus Life is hosting a social justice retreat in January. The Provost Office, the Dean of the Faculty, the Dean of the College, the Sheridan Center for Teaching and Learning and the Office of Institutional Diversity (OIDI) are also co-

sponsoring a pilot workshop in January that focuses on curriculum development and pedagogy, and that will involve graduate students and faculty with expertise in these areas as curricula are developed. Graduate students engaged in this process will be compensated. The diversity action plans that departments will develop (described below) will indicate how each department will ensure that its members take advantage of these programs. Departments will be expected to take necessary steps to develop their own programs and resources to facilitate training and professional development within their departments that take into account the specific lived experiences of their community members.

- **Orientation for new faculty and staff:** Orientation for new faculty and staff will include training and awareness workshops around issues of race/racism, gender/sexism, sexual and gender identity, ability, and the intersectionalities across these areas.
 - **Focus on training for the Department of Public Safety.** Special attention will be paid to the training of members of Brown's Office of Public Safety. Their role in protecting the safety and security of the campus is vitally important. It is equally important that their work is conducted so that all members of the community and our guests are treated with dignity and respect. We will examine the need for additional diversity and sensitivity training for all officers in the Department of Public Safety, who currently undergo annual diversity training, and assess whether the role of the Public Safety Oversight Committee, a standing committee of students, faculty and staff charged with overseeing the Department's policies and practices, is functioning in the way intended.
 - **Promote university-wide research and academic programming on Power, Privilege, Identity and Structural Racism:** The Provost's Office and the Center for the Study of Race and Ethnicity in America (CSREA) have partnered to share with the campus an exciting new project developed by CSREA called "How Structural Racism Works," which will hold its initial event on December 2, 2015. In the coming months, CSREA will develop workshops/lectures on structural racism, seek faculty and graduate student collaborators, and create opportunities for students to engage in original research and programming on this important topic. Likewise, the Center for the Study of Slavery and Justice will be developing a set of courses and modules focused on race and slavery in America. Through these projects, and others that we hope to develop with various academic departments and centers, we strive to make Brown a leader on understanding and addressing structural racism in our society.
3. **Create a knowledge base on campus climate and inclusion at Brown.**
- **Conduct a campus climate study:** Although we have heard numerous personal accounts from students about incidences of bias and exclusion, systematic data are needed if we are to establish a baseline, track progress, and develop effective new programs. This major study will focus on inclusion/exclusion inside and outside of the classroom; experiences with harassment or discrimination; and perceptions of and attitudes towards racism, sexism, and other behaviors that disadvantage specific groups of people on campus. This study will have both qualitative (focus group) and quantitative (survey) elements. The study will be administered by an external firm, to ensure confidentiality, and a student-faculty-staff committee will work with the firm on the survey design. A Request for Proposals from external firms will be developed in December 2015.

INVESTING IN PEOPLE: Building and Supporting a Diverse Community

Brown seeks to promote and enhance the lives and work of talented individuals, regardless of their socioeconomic backgrounds, nationalities, ethnicities, or identities, so that they can contribute to the community, the nation and the world. This requires concerted efforts to identify, recruit and retain individuals from groups that have been historically underrepresented in higher education. Our overall strategy for diversifying the faculty and graduate student bodies relies on the early identification and cultivation of promising young scholars working in areas in which Brown is making substantial investments. Although it will be important to bring in senior scholars in some fields—especially those that require leadership in the area of diversity—the ranks of younger scholars provides a wealth of talent from which to draw. This strategy will be replicated for staff and administrators as well. Here we must not only recruit but also mentor and provide clear career paths for promising individuals from historically underrepresented groups. In addition, the recruitment of talented undergraduates from underrepresented groups will require continued attention, especially as the demography of the country continues to evolve.

- 1. Develop and sustain a diverse faculty at Brown, with the specific goal of doubling the number of faculty from historically underrepresented groups by 2024-2025. This amounts to an increase of 55-60 faculty over the next decade. To achieve this goal, we will:**
 - **Connect with diverse scholars before they move into tenure-track positions:** Brown created the Young Scholars Conference program in 2015-16 to provide small, integrative opportunities for diverse graduate and postgraduate fellows. Two conferences will be held in this and in future years, creating knowledge about and connections to a significant group of potential candidates for faculty positions.
 - **Create a pipeline from postdocs to faculty:** Brown launched the Presidential Diversity Postdoctoral Fellowship Program in 2015-16 to support the development of early career scholars from diverse backgrounds, with a specific focus on recruiting scholars from historically underrepresented groups. Six scholars are recruited each year (for two year appointments) to teach in a variety of disciplines. By hosting 12 postdoctoral fellows each year, this program diversifies the teachers and academic topics to which our undergraduates are exposed, enriches the intellectual life of the campus, and serves as a mechanism by which talented early scholars can be recruited into tenure-track faculty positions at Brown.
 - **Engage in cluster hiring:** Our efforts to diversify the faculty will be most successful if we create communities of diverse faculty who are connected by common research interests. The integrative themes highlighted in Brown's strategic plan lend themselves naturally to cluster hiring initiatives. In 2015, Brown hired a new faculty member who is also working as Associate Dean of the Faculty for Special Initiatives. He is focusing on plans for diversity cluster hiring for faculty positions in the physical sciences.
 - **Revitalize the Target of Opportunity Program:** Brown will create a re-energized Target of Opportunity program, which supports faculty who bring intellectual and demographic diversity, including but not limited to racial and ethnic diversity, to Brown. We plan to use 20% of new, incremental positions and 25% of existing slots that become vacant for Target of Opportunity hiring.

- **Launch a Diversity Visiting Scholars Program:** In addition to the Presidential Diversity Postdoctoral Fellowship program, aimed at recruiting junior scholars, Brown will launch this coming year a new Diversity Visiting Scholars program aimed at recruiting senior scholars from historically underrepresented groups to teach and conduct research on issues of race, ethnicity and identity. These will be one-year (renewable) appointments aimed at enhancing our teaching and research programs while also serving as a possible pipeline for future faculty recruits.
 - **Create faculty networks that increase success among diverse faculty:** This year, the OIDI in partnership with faculty, established the Faculty of Color Network to provide social support, mentorship, and professional development for diverse faculty. This network will be continued with aspirations to collaborate with other institutions of higher learning around the state.
 - **Promote the careers of staff and administrators:** We will launch an Administrative Fellowship Program aimed at promoting professional development and career opportunities for staff and administrators from historically underrepresented groups. We will develop staff affinity groups to create opportunities to develop resources and support, as well as build communities.
- 2. Develop a diverse graduate student body at Brown, with the specific goal of doubling the number of graduate students from historically under-represented groups.**
- **Increase diversity in Brown graduate programs:** Brown will expand programs, such as the successful NIH-funded Initiative for Maximizing Student Development (IMSD) program, which has led to increases in diversity of graduate students in the Division of Biology and Medicine, Public Health, and Life Sciences, to other PhD programs throughout the university. Such programs will provide additional research training, support, and mentoring for graduate students from historically underrepresented groups. The Provost has already allocated seed funding to jumpstart these efforts for this year.
 - **Develop research opportunities for aspiring PhD students:** Brown has been a hub for promoting the academic development of HUG undergraduates through the Leadership Alliance Consortium and the Brown-Tougaloo Partnership. We will build on these strengths to expand the number of opportunities to bring undergraduate students to Brown during the academic year and summers to engage in research opportunities that will help prepare them to be competitive for admission into Brown's graduate programs.
 - **Residential summer seminars for aspiring PhD students:** Brown will build on an innovative Summer Immersion Program, piloted by the Philosophy Department in the summer of 2015, which provided a two-week summer residential program with intensive course work and mentoring for philosophy undergraduate students from underrepresented groups with aspirations to enter PhD programs. Funds and support from the OIDI will extend this model to other departments.
 - **Hire staff who are dedicated to recruiting diverse graduate students:** The Graduate School is currently in the process of hiring a new full-time assistant or associate dean who will be tasked with developing a strategic recruitment plan in collaboration with all graduate programs to identify and target promising students for Brown's doctoral and master's programs. This position will be filled in the spring of 2016. The Warren Alpert Medical School is also filling a position to oversee its diversity efforts.

3. **Maintain diversity among our undergraduate population with a specific focus on Black, Latinx, Native American and first-generation students.**
 - **Expand partnerships with organizations that promote high school students of color:** Partnerships with organizations that provide talented high school students with mentoring and assistance with college preparation are an increasingly important vehicle for identifying and recruiting diverse undergraduates to Brown. An example is College Horizons, a program for Native American, Alakan Native and Native Hawaiian students that includes a summer component, which Brown commits to host at the soonest possible opportunity.
 - **Expand resources for *A Day on College Hill*:** Brown will make a concerted effort to bring more students from diverse backgrounds to attend *A Day on College Hill*, Brown's annual spring recruiting program for admitted students, through greater financial assistance for travel and more intensive recruiting efforts by alumni and current students.
 - **Grow financial aid for *Summer at Brown*:** This program brings thousands of high school students to campus each summer to take college-level courses. *Summer at Brown* generates large numbers of excellent applicants to Brown, and expanding financial aid for the program will create larger pools of low-income and diverse applicants.

ACADEMIC LEADERSHIP: Creating Pathways for Knowledge and Success

Academic leadership in the context of diversity and inclusion means three things. First, it means creating a learning environment in which students from all backgrounds—defined according to race, ethnicity, nationality, income, first-generation status, gender, sexual identity, and more—can thrive in their chosen fields of study. Second, it means providing scholarly resources to support education and leading-edge research on issues of diversity, social justice, power and privilege around the globe, both in the present and throughout history. Third, academic leadership means sustaining the University's long-standing commitment to the highest standards of research and teaching while leveraging scholarly resources to grow the university's national and global imprint as a standard-bearer of academic excellence. The following actions will further these goals.

1. Enhancing excellence in teaching and learning.

- **Establish a center for first-generation college students:** Student advocacy and initiative over the past several years has culminated in work this fall with the Dean of the College to create a new center that will provide students with coordinated access to resources and serve as a home for student-led initiatives. The new center will be located in the renovated Science Library and is scheduled to open in summer 2016. We have also created several paid student staff positions to oversee mentorship programs, alumni engagement, and programming. A graduate student coordinator will be hired to work with the deans in Campus Life and the Dean of the College to manage the center.
- **Expand programs to catalyze achievement among students of color in the sciences:** Brown has committed to expanding Catalyst, our pre-orientation program for underrepresented undergraduates in the STEM fields. The expanded program will also have targeted outreach to students in Computer Science through a new program entitled Mosaic+. The New Scientist Program will continue to pair STEM students of color with more advanced undergraduate mentors

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

- **Double the number of sophomore seminars related to issues of power, privilege, inequality and social justice:** These sophomore seminars, established several years ago, were created in response to a recommendation made during the development of Brown's strategic plan. As the number of faculty and postdocs who conduct research and teach on these issues grows, we will expand the number of seminars that are offered.
- **Continue to expand BrownConnect and the UTRA programs:** BrownConnect and the UTRA program already provide financial assistance for low-income students to undertake valuable work in the summer. The University's goal is to ensure that all students are able to undertake at least one of these experiences, with appropriate financial assistance.
- **Establish a committee on curriculum reform:** A number of years ago, Brown examined how the curriculum could be altered so that students would have the "means not only to understand the complex dynamics of social inequity, exclusion, and difference but also to do something with what they learn." This discussion resulted in the Diverse Perspectives in Liberal Learning (DPPL) designation for courses. It is time to reassess whether the DPPL designation serves its intended purpose and, more broadly, to explore ways in which the curriculum at large can be changed to more fully engage issues of race, ethnicity and identity. This spring, the Dean of College will form a committee consisting of faculty, graduate students, undergraduates and administrators to launch this work. Through seed funding from the OIDI we will provide support for critical scholarship and curriculum development on race, ethnicity, gender, sexual identity, ability, translational, first generation and other related areas of inquiry.

2. Expanding support for research on race, ethnicity and social justice.

- **Expand the Center for the Study of Race and Ethnicity in America (CSREA) and the Center for Slavery and Justice (CSSJ):** These centers are already vital sources of interdisciplinary scholarship on issues related to structural racism and social justice. CSREA was established in 1986 as one of the nation's earliest academic centers devoted to race and ethnicity. CSSJ was established in 2012-13 in response to a recommendation from the report of the Steering Committee on Slavery and Justice. Both of these centers engage faculty and students from a wide range of departments across campus. These centers have been identified as major priorities for fundraising in Brown's comprehensive campaign, with the goal of raising \$10 million of support for each center in the coming years.
- **Launch a Native American and Indigenous Peoples Initiative:** Brown has remarkable scholarly resources in Native and Indigenous studies, in American and Ethnic Studies, History, Anthropology, the Haffenreffer Museum and the John Carter Brown Library, among others. Building on these resources and recruiting new faculty and postdocs who work on Native and Indigenous issues, Brown has the capacity to become an academic leader in this area. Discussions on how to move this initiative forward have already begun and are being coordinated by the Provost's office.
- **Incorporate issues of race, ethnicity and identify into the integrative themes:** Academic leaders of the integrative themes discussed in the University's strategic plan and accompanying operational plan will be asked to ensure that their research and teaching programs include components related

to race, ethnicity and identity in ways that are appropriate to the subject matter. A number of existing departments and programs will be central to that effort including, but not limited to, American and Ethnic Studies, Africana Studies, and faculty research clusters in Latinx Studies and Asian American Studies. The commitments made in the strategic plan and in this document, to hiring faculty and strengthening our graduate programs will, strengthen departments and programs that focus on issues of race, ethnicity and identity in contemporary and historical contexts.

ACCOUNTABILITY

Responsibility for effecting change rests with all members of our community—administrators, faculty, staff, students and alumni. Along with responsibility comes the need for accountability. The following actions will ensure that the actions described here are carried out.

- 1. Create an Annual Report on Diversity and Inclusion and a New Diversity and Inclusion Oversight Committee:** The OIDI will produce a public Annual Report that provides data and information on progress toward the specific objectives of the Action Plan. This will include both a quantitative and qualitative assessment of progress made on the goals of the Action Plan and the establishment of new goals that are added. Currently, responsibility for diversity and inclusion is distributed across three committees: the President's Diversity Advisory Council (which has alumni members), Brown's Diversity Advisory Board (a student-faculty-staff committee that provides advice to OIDI), and the Committee on Faculty Equity and Diversity (CFED, a faculty committee that oversees issues of equity related to the faculty). There is currently little coordination across these groups. A new Diversity and Inclusion Oversight Committee will be created this spring to provide high-level oversight and track progress on all components of the Action Plan. This committee will consist of the President, Provost, Dean of Faculty, Dean of College, Vice President of Campus Life, and representatives from the other committees noted above.
- 2. Expand departmental plans for diversity and inclusion:** Brown will develop multi-year plans for diversity and inclusion for every academic, administrative and student facing department and center by the end of the 2015-16 academic year. As noted above, academic leaders of integrative themes will be asked to do the same. These plans will establish the department's goals on diversity in its faculty and student body, and the department's contributions towards the creation of an inclusive environment on campus. The Provost's Office, in collaboration with the relevant deans, will track annual progress on these plans. These data will inform future hiring decisions in each of the academic and administrative units. The OIDI will assist departments in the creation of plans. The Provost's Office and the OIDI will provide seed funding to all departments to develop courses, workshops, modules, seminar series on issues of race, identity, power and privilege in their respective fields and disciplines. Progress on these plans will be incorporated into each academic department's periodic internal and external review as well.
- 3. Expanded resources for OIDI.** Funding has been allocated to a new position in the Office of Institutional Diversity and Inclusion. This position will be filled by a Director of Inclusion Engagement to assist in the development of departmental diversity action plans and other programs described in this report. This PhD level professional will also facilitate the work of creating inclusive practices in faculty hiring, curricular development, pedagogy, mentoring and support, and community engagement.

In addition to the concrete steps described above, Brown reaffirms its commitment to fostering an inclusive and safe environment for all members of our community. Hostile actions towards any member of our community, irrespective of their race, ethnicity, sexuality, socio-economic background, and gender identity will not be tolerated. Brown already has in place a set of policies and processes to investigate and address incidents of harassment and intimidation. These policies and processes can be found [here](#). Brown is committed to the thorough, fair and transparent enforcement of these policies and processes.

Appendix A: Summary and Timeline: *Pathways to Diversity and Inclusion*

The following summary tables for *Pathways to Diversity and Inclusion* provide notes on the status of each initiative.

| | Status/start date |
|---|--|
| CAMPUS COMMUNITY | |
| Provide stronger support financial and mentoring support | |
| <ul style="list-style-type: none"> Support critical living and learning expenses for low-income students | Additional emergency funds will be allocated in the spring of 2016. Other items will increase over time. |
| <ul style="list-style-type: none"> Expand support for centers (BCSC, LGBTQ and Sarah Doyle) | One position in spring 2016, others in FY17. |
| <ul style="list-style-type: none"> Expand mentoring programs | Begin working with alumni and students in spring 2016. |
| | |
| Create professional development and educational opportunities for all community members | |
| <ul style="list-style-type: none"> Develop and run professional development workshops on race, sexual orientation and gender identity | Pilot training with President's cabinet during winter break, 2016; roll-out through the spring and summer of 2016. |
| <ul style="list-style-type: none"> Orientation for new faculty and staff | September 2016. |
| <ul style="list-style-type: none"> Focus on training for the Department of Public Safety | Charge Public Safety Oversight Committee to begin work in December 2015. |
| <ul style="list-style-type: none"> Promote university-wide research and academic programming on Power, Privilege, Identity and Structural Racism | Already planned and scheduled to start in December 2015. |
| Create a knowledge base on campus climate and inclusion at Brown | |
| <ul style="list-style-type: none"> Conduct a campus climate study | An RFP to identify an external research firm will be developed in December 2015; work will take place throughout the spring of 2016. |
| | |

Appendix A: Summary and Timeline: *Pathways to Diversity and Inclusion*

| | |
|---|---|
| INVESTING IN PEOPLE | |
| Double the number of faculty from historically underrepresented groups by 2024-25 and cultivate diversity in the staff | |
| • Young Scholars Conference program | Started (two conferences being held in 2015-16). |
| • Presidential Diversity Postdoctoral Fellowship Program | Started (first postdocs arrived in fall 2015). |
| • Diversity Visiting Scholars program | Fall 2016, to be advertised in spring 2016. |
| • Cluster hiring initiative | Started in fall 2015. |
| • Enhanced Target of Opportunity Program | To be started in spring 2016. |
| • Faculty of Color Network | Started in fall 2015. |
| • Launch an Administrative Fellowship program | To be started in 2016-17. |
| Double the number of graduate students from historically underrepresented groups by 2024-25 | |
| • Expand programs like IMSD to other departments | Initial plans have been developed and approved. |
| • Create new research opportunities to aspiring PhD students | Summer 2016 |
| • Residential summer programs for aspiring PhD programs | Piloted in one department in summer 2015; expand to two more departments in summer 2016. |
| • Hire new deans for diversity initiatives in the graduate school and Medical School | Spring 2016 |
| Maintain diversity of undergraduate population | |
| • Expand partnerships with CBOs | Continuous; offer to host College Horizons program (for Native high school students) as soon as possible. |
| • Expand resources for ADOCH | Spring 2016 |
| • Grow financial aid for <i>Summer at Brown</i> | TBD |

Appendix A: Summary and Timeline: *Pathways to Diversity and Inclusion*

| | |
|--|---|
| ACADEMIC LEADERSHIP | |
| Enhancing excellence in teaching and learning | |
| <ul style="list-style-type: none"> Establish a center for first-generation college students | Fall 2016 |
| <ul style="list-style-type: none"> Expand programs to catalyze achievement among students of color in the sciences | Summer 2016 and summer 2017; some plans already approved. |
| <ul style="list-style-type: none"> Double the number of sophomore seminars related to issues of power, privilege, inequality and social justice | Ramp up over a 3-year period. |
| <ul style="list-style-type: none"> Expand BrownConnect and UTRAs | Continuous as funds are raised. |
| <ul style="list-style-type: none"> Establish a committee on curriculum reform | 2016-17 academic year. |
| Enhancing excellence in scholarship | |
| <ul style="list-style-type: none"> Expand CSREA and CSSJ | Continuous as funds are raised. |
| <ul style="list-style-type: none"> Launch a new Native American and Indigenous Peoples Initiative | Planning started in fall 2015 and will continue in spring 2016. |
| <ul style="list-style-type: none"> Incorporate issues of race, ethnicity and identify into the integrative themes | Plans due by June 2016. |
| | |
| ACCOUNTABILITY | |
| <ul style="list-style-type: none"> Create an Annual Report on Diversity and Inclusion | First report in September 2016. |
| <ul style="list-style-type: none"> Expand departmental plans for diversity and inclusion | Plans due by June 2016. |
| <ul style="list-style-type: none"> Expanded resources for OIDI to hire new staff member | Spring 2016 |

Appendix B

Regular Faculty: self-reported race/ethnicity

| | 2004-05 | 2009-10 | 2014-15 |
|-----------------------------|---------|---------|---------|
| STEM Faculty | | | |
| %Two or More | | 0.3 | 0.3 |
| % Asian | 8.1 | 9.8 | 12.9 |
| % Black or African American | 1.1 | 1.5 | 1.8 |
| % Hispanic or Latino | 1.4 | 2.1 | 2.6 |
| % International | 4.2 | 3.7 | 2.9 |
| % Unknown | 3.2 | 2.1 | 1.8 |
| % White | 82.1 | 80.4 | 77.7 |
| Total Faculty | | | |
| % Two or More | | 0.3 | 1.0 |
| % Asian | 6.7 | 8.9 | 10.8 |
| % Black or African American | 4.0 | 4.4 | 4.2 |
| % Hispanic or Latino | 2.7 | 3.2 | 3.3 |
| % International | 4.4 | 4.5 | 2.8 |
| % Unknown | 3.2 | 2.0 | 1.4 |
| % White | 79.0 | 76.7 | 76.5 |

NOTES:

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

Student Enrollment: race/ethnicity and degree level

| | 2004-05 | 2009-10 | 2014-15 |
|---|---------|---------|---------|
| Undergraduate Students | | | |
| % Two or More | | 2.4 | 5.4 |
| % Asian | 13.4 | 15.3 | 12.9 |
| % American Indian or Alaska Native | 0.6 | 0.4 | 0.4 |
| % Black or African American | 6.5 | 5.6 | 6.7 |
| % Hispanic or Latino | 6.9 | 9.2 | 11.3 |
| % International | 6.2 | 8.9 | 11.6 |
| % Native Hawaiian or Other Pacific Islander | | 0.1 | 0.2 |
| % Race/Ethnicity Unknown | 15.0 | 11.2 | 8.0 |
| % White | 51.4 | 47.0 | 43.6 |
| Graduate Students | | | |
| % Two or More | | 1.0 | 0.9 |
| % Asian | 5.0 | 5.3 | 5.4 |
| % American Indian or Alaska Native | 0.1 | 0.6 | 0.1 |
| % Black or African American | 3.0 | 3.8 | 3.4 |
| % Hispanic or Latino | 2.6 | 4.4 | 5.1 |
| % International | 34.5 | 32.4 | 34.7 |
| % Race/Ethnicity Unknown | 2.6 | 5.9 | 8.6 |
| % White | 52.1 | 46.6 | 41.6 |
| Medical Students | | | |
| % Two or More | | 1.9 | 2.4 |
| % Asian | 26.8 | 26.0 | 29.6 |
| % American Indian or Alaska Native | | 0.2 | |
| % Black or African American | 12.8 | 7.9 | 11.0 |
| % Hispanic or Latino | 7.7 | 8.7 | 12.2 |
| % International | 4.8 | 1.7 | 1.4 |
| % Race/Ethnicity Unknown | 4.2 | 9.4 | 4.7 |
| % White | 43.8 | 44.2 | 38.6 |

NOTES:

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

Student STEM Concentration Completion: race/ethnicity and degree level

| | 2004-05 | 2009-10 | 2014-15 |
|------------------------------------|---------|---------|---------|
| Undergraduate Degree | | | |
| % Two or More | 0.2 | 2.5 | 5.4 |
| % Asian | 15.9 | 17.9 | 15.3 |
| % American Indian or Alaska Native | 0.8 | 0.2 | 0.1 |
| % Black or African American | 6.1 | 5.3 | 4.4 |
| % Hispanic or Latino | 5.1 | 9.2 | 8.2 |
| % International | 7.0 | 8.3 | 12.4 |
| % Race/Ethnicity Unknown | 15.9 | 8.9 | 8.9 |
| % White | 48.9 | 47.6 | 45.3 |
| Graduate Degree | | | |
| % Two or More | | | 1.6 |
| % Asian | 6.4 | 4.6 | 6.5 |
| % American Indian or Alaska Native | | | |
| % Black or African American | 0.9 | 2.5 | 3.8 |
| % Hispanic or Latino | 1.4 | 2.2 | 3.8 |
| % International | 40.4 | 39.7 | 37.7 |
| % Race/Ethnicity Unknown | 5.0 | 10.5 | 8.1 |
| % White | 45.9 | 40.6 | 38.5 |

NOTES:

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

Staff: self-reported race/ethnicity

| | 2004-05* | 2009-10 | 2014-15 |
|---|----------|---------|---------|
| Total Staff | | | |
| % Two or More | | 2.1% | 2.1% |
| % American Indian or Alaskan Native | 0.7% | 0.3% | 0.2% |
| % Asian | 3.0% | 2.7% | 2.9% |
| % Black or African American | 10.9% | 9.7% | 7.6% |
| % Hispanic or Latino | 3.6% | 4.1% | 4.9% |
| % Native Hawaiian or Other Pacific Islander | 0.0% | 0.3% | 0.1% |
| % International | 0.7% | 0.9% | 0.5% |
| % Unknown | 1.0% | 0.5% | 12.3% |
| % White | 80.2% | 79.5% | 69.4% |

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

NOTES:

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