

Minutes of the Brown University Community Council (BUCC) Meeting
Tuesday, September 27, 2016
4:00 – 5:30 p.m.

Members: President Paxson, Provost Locke, Russell Carey, Cass Cliatt, Eric Estes, Beverly Ledbetter, Rogeriee Thompson, Rachel Cassidy, Susan Harvey, Jennifer Lambe, Robert Swift, Kurt Teichert, Yuzuka Akasaka, Ryan Anderson, Lily Cohen, Cameron Johnson, Alexis Rodriguez-Camacho, Eve Dewan, Sveta Milusheva, Aislinn Rowan, Kelly Garrett, Leora Johnson, Aixa Kidd, Brendan McNally, Michelle Nuey, Linda Welsh, Daniel Harrop, James Gardner, and Emily Maranjian were in attendance. Reid Cooper, Daniel Kim, Evelyn Lincoln, Anita Shukla, Michael Danielewicz, Anshul Parulkar, and Milisa Galazzi were unable to attend.

President Paxson began the meeting by informing the Council that Kelly Garrett and Jennifer Lambe are co-chairing this year's Agenda Committee which is currently in the process of being formed. The President then asked the Council and audience members to introduce themselves. Following the introductions she provided an update on the Hilton Providence Hotel labor dispute. A resolution was passed at the October 27, 2015 BUCC meeting in which the Council encouraged the Brown community to refrain from listing the hotel in any publications during the ongoing labor dispute. The union recently informed President Paxson that the dispute has been resolved so the hotel will be listed on the Brown travel portal.

The minutes of the April 21, 2016 meeting were approved.

Joseph Meisel, Deputy Provost, gave an overview of the process of accreditation by the New England Association of Schools and Colleges (NEASC) that is currently underway at Brown. The process which Brown undergoes every ten years involves the development of a self-study in response to the Standards for Accreditation and an external review and report by a committee of experts drawn from peer institutions in 2018. The self-study will have broad campus input and build on several years of planning, agenda-setting, and organizational repositioning for the next decade and beyond. In response to a question about credit hours, Mr. Meisel made reference to the integrity in the award of academic credit standard.

Provost Locke gave a progress report on the Academic Diversity and Inclusion Action Plans. Each department, center, and institute was charged with developing a multi-year plan as a means for bringing about change in practice, policy, and culture. Submitted plans were reviewed by a committee of which the Provost is a member. Response letters were sent to department chairs and action plan committees. Successful plans included the following attributes: connection between plan goals, departmental mission, and plans for enhancing academic excellence; strong departmental participation; concrete and actionable proposals and clear implementation timeline; targeted ways to leverage department expertise; and robust accountability plan. From these plans came the best practices for developing a pipeline of HUG (Historically Underrepresented Group) undergraduates and graduates, recruiting/retaining HUG

faculty, and establishing campus wide programming. Actions plans that were found to be weak had common faults such as: heavily dependent on University resources; overly general; and ambitious without a realistic implementation focus. Provost Locke commented that the action plans are “living documents” and subject to annual review.

Liza Cariaga-Lo, Vice President for Academic Development, Diversity and Inclusion, discussed the fall 2016 professional development/training calendar and lecture series. Demand for the training and lectures has been strong. Ms. Cariaga-Lo spoke about opportunities for targeted department training. Brown will host a national diversity conference in March 2017.

Marisa Quinn, Provost’s Chief of Staff, spoke about Brown’s new policy to consider first-time, first-year undergraduate applicants who hold undocumented or DACA (Deferred Action for Childhood Arrivals) status and graduate from a U.S high school as if they were U.S. citizens or permanent residents. Beginning in fall 2017, these students will be considered under the University’s need-blind admission policy, and Brown will meet 100% of each student’s demonstrated financial need upon matriculation. The policy is the result of students reaching out to the Office of the Provost last spring with a list of needs for undocumented students. Over the summer a working group with guidance by Admission and Financial Aid was formed to review Brown’s policies and practices. In addition to the new policy the recommendations of the working group led to increased student support. Silvina Hernandez ’17 spoke about previous student efforts dating back to 2008 that contributed to the new policy. Renata Mauriz ’18 discussed the need for a bridge between DACA students and alumni after graduation. Alexis Rodriguez-Camacho ’18 emphasized the importance of incorporating issues related to undocumented students into professional training for faculty.

The next meeting of the Brown University Community Council will be held on Tuesday, October 18, 2016 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

Tuesday, September 27, 2016

4:00 – 5:30 pm

Stephen Robert '62 Campus Center, Kasper Multipurpose Room

Agenda

1. Welcome and Introductions
2. Approval of Minutes of April 21, 2016 Meeting
3. Overview of NEASC Self-Study Process
Joseph Meisel
4. Diversity and Inclusion Action Plan: Progress Report
Provost Locke and Liza Cariaga-Lo
5. Undocumented and DACA Students
Marisa Quinn, Alexis Rodriguez-Camacho '18, Silvina Hernandez '17, and Renata Mauriz '18
6. Open Time for University Community Members to Present Broad Campus Issues to the Council

Accreditation Process 2016-18

Brown University Community
September 2



"Think of me as your friend."

Accreditation

NEASC Accreditation Standards

Mission and Purposes

Planning and Evaluation

Organization and Governance

Governing Board

Internal Governance

The Academic Program

Assuring Academic Quality

Undergraduate Degree Programs

General Education

The Major or Concentration

Graduate Degree Programs

Integrity in the Award of Academic Credit

5. Students

- Admissions
- Student Services and the Co-Curricular Experience

6. Teaching, Learning, and Scholarship

- Faculty and Academic Staff
- Teaching and Learning

7. Institutional Resources

- Human Resources
- Financial Resources
- Information, Physical, and Technological Resources

8. Educational Effectiveness

9. Integrity, Transparency, and Public Disclosure

What do we get
out of the
process?



Self-assessment

Outside
perspectives

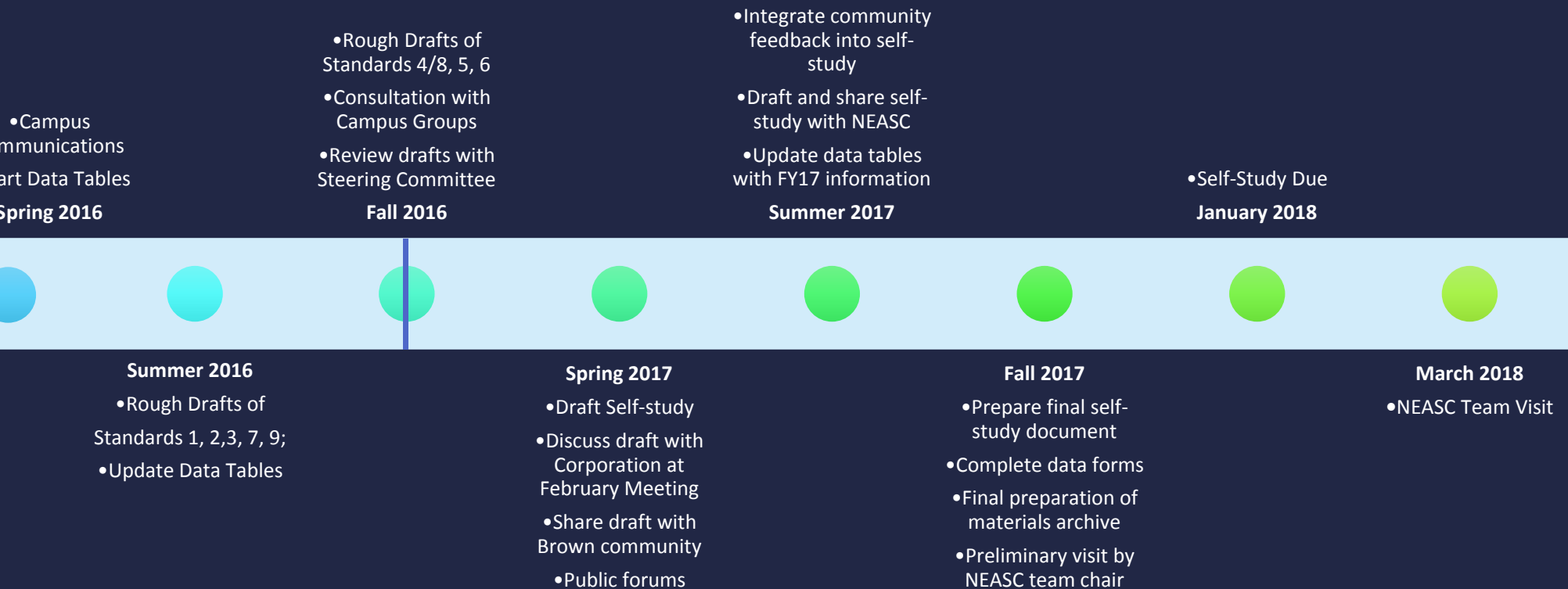
Efficiency and Openness

Recent planning efforts

Existing committees and advisory groups

Broad campus input

Timeline



Communication

INFORMATION FOR: CURRENT STUDENTS FACULTY STAFF FAMILIES ALUMNI FRIENDS & NEIGHBORS

BROWN UNIVERSITY

[About Brown](#) [Academics](#) [Admission](#) [Research](#) [Campus Life](#) [A TO Z INDEX](#) [PEOPLE DIRECTORY](#)

NEASC Accreditation

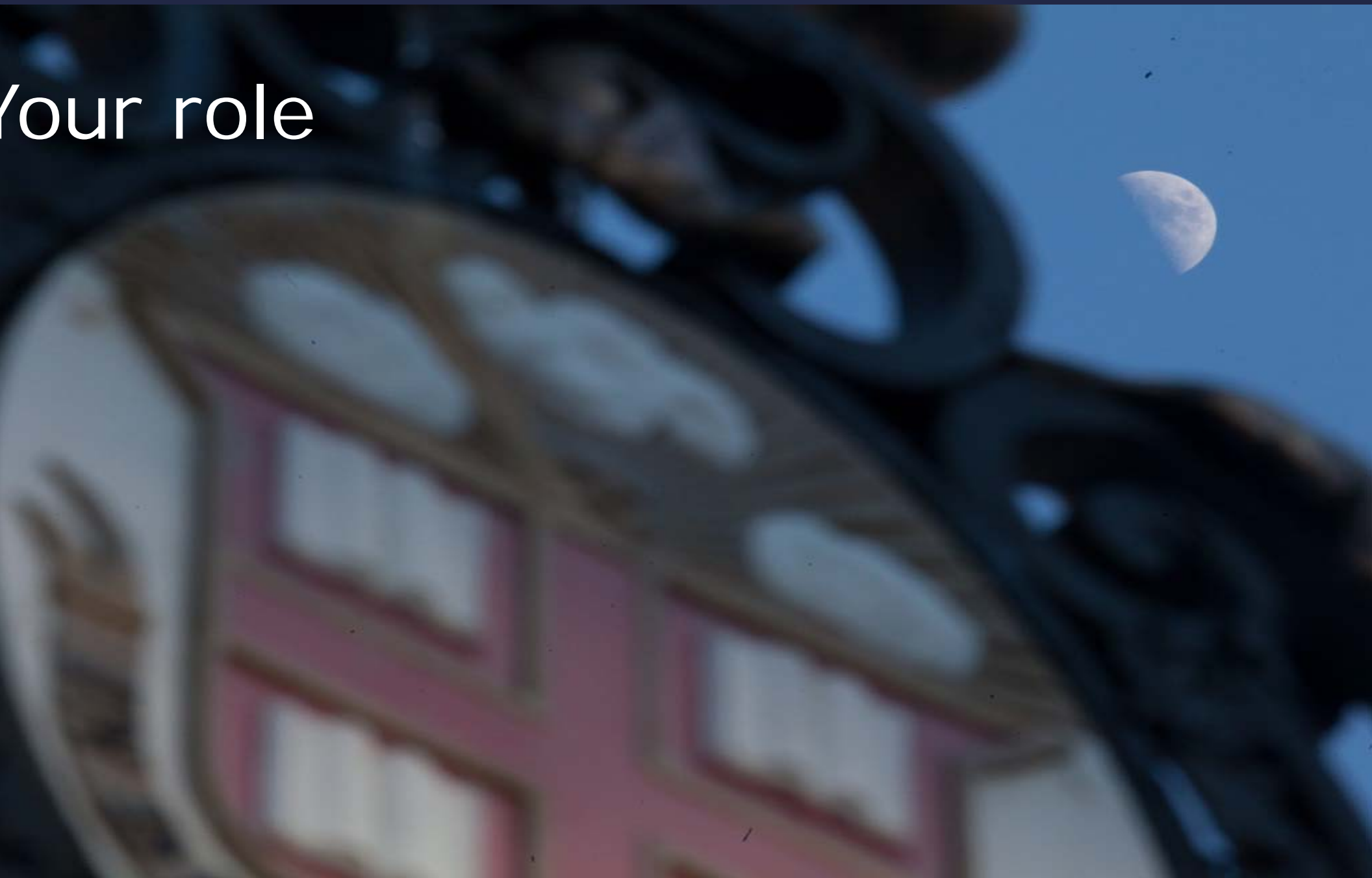
Introduction	Introduction
Steering Committee	
Process	
Timeline	
Archive	

Every 10 years, Brown undergoes a process of reaccreditation by the New England Association of Schools and Colleges (NEASC), one of six geographically based non-governmental, non-profit organizations recognized by the US Department of Education as a reliable authority on the quality of educational institutions and programs. Brown's next accreditation review will occur in 2018, and requires extensive preparation. This site will capture the reaccreditation process.

Reaccreditation involves developing a comprehensive self-study in response to the Standards for Accreditation maintained by NEASC's Commission on Institutions of Higher Education, submission of institutional data, and an external review and report by a committee of experts drawn from peer institutions. The work of developing a self-study with broad campus input will take place in 2016 and 2017.

<https://www.brown.edu/about/administration/provost/neasc/>

Your role



Questions

Departmental Diversity and Inclusion Action Plans (DDIAPs)

Prepared for:

BUCC

September 27, 2016

Presented by:

Richard M. Locke, Provost

**Liza Cariaga-Lo, Vice President for
Institutional Diversity and Inclusion**

8/22/2016



DDIAP Context

- Context: “Each academic, administrative, and student facing department and center will develop multiyear plans for diversity and inclusion. These plans will establish each department’s goals on faculty and student diversity as well as the department’s contributions towards the creation of an inclusive environment on campus. For academic units, these plans, developed by a committee that includes faculty and students, will inform search approvals and be included as part of external reviews.” (*Pathways*, page 17)



DDIAP Process

- OIDI and Provost met with departments (spring)
- 49 academic DDIAPs were submitted to Liza Cariaga-Lo (by June 1)
- Review committee:
 - Richard M. Locke, Provost
 - Liza Cariaga-Lo, Vice President for Academic Development, Diversity and Inclusion
 - Kevin McLaughlin, Dean of the Faculty
 - Maud Mandel, Dean of the College
 - Andrew Campbell, Dean of the Graduate School
 - Besenia Rodriguez, Senior Associate Dean of the College
 - Shankar K. Prasad, Assistant Provost for Global Engagement & Strategic Initiatives
- Substantive response letters sent to department chairs and DDIAP committees (August 2)



Academic DDIAP Review Criteria

- **Departmental Context & History:**
 - Current department diversity (based on baseline metrics from OIR)
 - History of department's engagement with diversity and inclusion
- **Process for developing the DDIAP:**
 - Composition of DDIAP development group
 - Process for soliciting input from stakeholders
- **Goals and objectives:**
 - Clear and actionable goals for hiring, student recruitment, retention, programming, professional development, collaboration, and curriculum
 - Plans to leverage disciplinary expertise to contribute to campus conversation
- **Departmental climate:**
 - Describes current climate and plans for improvement
- **Community engagement:**
 - Current/planned engagement with the Brown, Providence and RI communities
- **Accountability & Governance:**
 - Plans for implementation and to measure progress



Common Successful Attributes

- Successful plans shared the following attributes:
 - Articulate connection between DDIAP goals, departmental mission, and plans for enhancing academic excellence
 - Reflect strong departmental community participation through multiple channels
 - Offer concrete and actionable proposals and clear implementation timeline (in Year 1, 2, 3, etc.)
 - Focus as much on what to do as what not to do: Strong plans outline how to leverage department expertise in targeted ways
 - Have robust accountability plan



Best Practices

- Developing pipeline of HUG undergraduates and graduates
 - Organize summer institutes to recruit undergraduates and/or graduate students into a discipline
 - Mine databases of Mellon Mays, Gates Millennium and other programs to identify strong HUG graduate students
 - Develop peer mentorship programs and new research opportunities to retain and help HUG students succeed in STEM courses
- Faculty recruitment/retention
 - Recruit HUG faculty through TOO program, postdoc fellowships, expansive disciplinary search criteria and national conferences
 - Support HUG faculty through manuscript workshops, etc.
- Campus-wide programming
 - Establish speaker/film series to contribute to campus discussions on power, privilege, race, ethnicity, etc.



Exemplars

- **IBES:** Expansive definition of “diversity” (sexuality, gender, intersectionality) and new concentration track on environmental justice and inequality
- **French:** Rebranding department as “Francophone Studies” to expand scope of research, curriculum and hiring
- **Computer Science:** Mentorship for HUG and women faculty; outreach plans with RI public schools; strong plans for inclusion (diversity student advocates, town halls to address climate issues; mandatory training for TAs)
- **Physics, Music, Economics:** Rethinking gateway courses to invite more and diverse students into the concentration
- **Engineering:** HUG faculty seminars, HUG advising training for faculty, annual phone outreach to admitted HUG undergrads, employee peer mentorship program
- **Public Health:** Focus on inclusive pedagogy in curriculum, extensive community engagement



Common Weaknesses

- Success of DDIAP depends heavily on University resources
- Overly general
- Ambitious without a realistic implementation focus
- TOO hiring not absorbed in faculty roster
- Little evidence of broad participation in DDIAP development
- Lack of detail on how to leverage disciplinary expertise to contribute to the campus conversation

Status and Next steps

- Public-facing version uploaded to OIDI website by September 15
- OIDI to meet with departments in fall to develop programming schedule and budget
- Task Force of Diversity in the Curriculum will provide guidelines to help concentrations engage issues of diversity and inclusion
- Diversity and Inclusion Oversight Board (DIOB) meeting regularly to review DIAP progress
- Plans are “living documents” and subject to annual review by Provost and OIDI
- Similar process taking place for administrative department DIAPs.

Admission and Support of Undocumented and DACA status Students at Brown

Prepared for:

BUCC

September 27, 2016

Presented by:

Marisa Quinn, Provost's Chief of Staff

Students

Silvina Hernandez

Renata Mauriz

Alexis Rodriguez-Camacho

Policy & Support

News from Brown

News

For Journalists

Featured Events

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Brown to consider undocumented and DACA students as domestic applicants

September 12, 2016 Contact: [O'rya Hyde-Keller](#)
401-863-1632

Undocumented and DACA-status applicants will be considered under the University's need-blind admission policy, and Brown will meet 100 percent of each student's demonstrated financial need upon matriculation.

Working Group Partners

- **Maitrayee Bhattacharyya**, Senior Associate Dean of the College for Diversity and Inclusion
- **Shontay Delalue**, Associate Dean of the College
- **Vernicia Elie**, Assistant Dean of the College for Financial Advising
- **Andrés Fernández**, Assistant Dean, Office of Campus Life
- **Ricky Gresh**, Director of Campus Campus projects
- **Panetha Ott**, Director of Admission & International Recruitment
- **Christina Tapiero**, Presidential Intern
- With guidance from **Financial Aid, Admissions, General Counsel**



Definitions

- **Undocumented student** is someone who does not have the appropriate legal documentation (visa, permanent residency status, etc) to reside within the United States.
- **DACA status, or “DACAmended,”** is a student who is an undocumented student who has applied for and has received deferred action through the federal Deferred Action for Childhood Arrivals program, gaining work authorization and a temporary reprieve from deportation.

National Statistics: Undocumented

7,000 – 13,000 enrolled in postsecondary education

65,000 graduate from high school every year

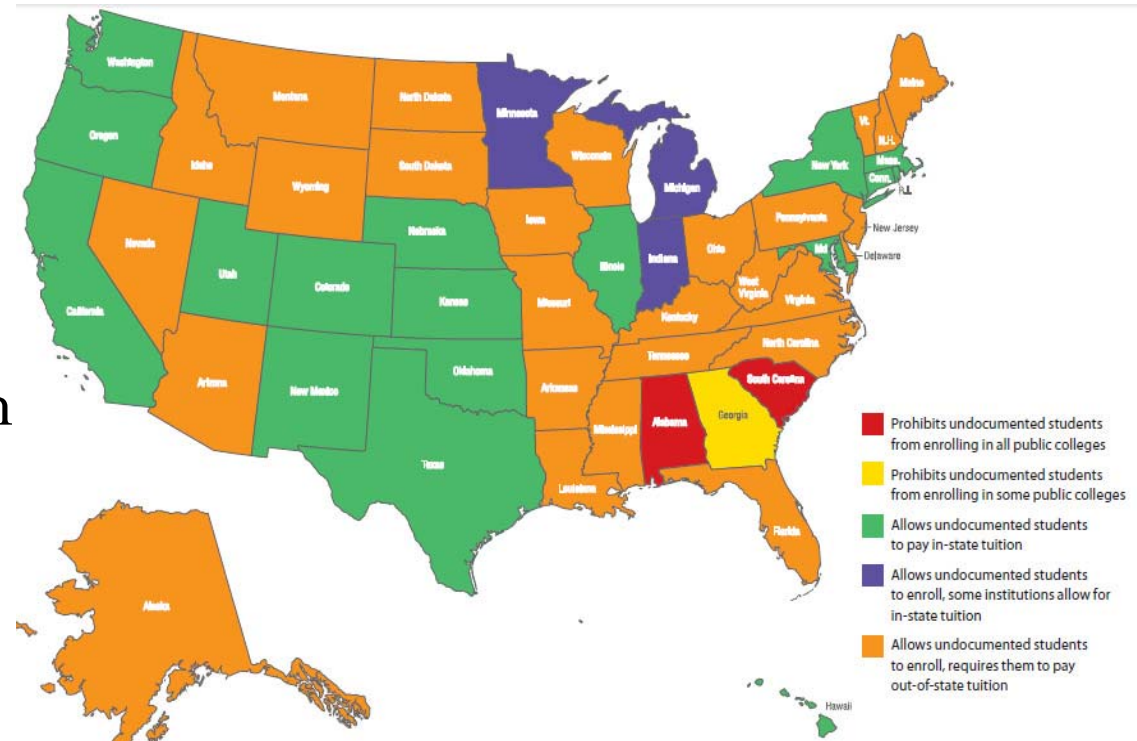
80,000 youth turn 18 annually

1.1 million youth under 18

Total population 11-12 million

Higher Education Landscape

- Almost all private colleges and universities classify undocumented students as international students and consider their financial situation in determining admissions
- Many have revisited policies (Cornell, Wesleyan)



Brown Context

- **Admission and Financial Aid**

- Admitted undocumented and DACA status students through international student, need-aware process
- Meets full need of all admitted students
- Approximately 3-4 undocumented and DACA status students admitted each year

- **Student Support**

- Several individuals and offices at Brown support undocumented students (though for the most part has not been explicit)
- Responsibilities recently made explicit in two positions:
 - Senior Associate Dean of the College for Diversity and Inclusion
 - Assistant Dean of the College for Financial Advising)
- BCSC etc...



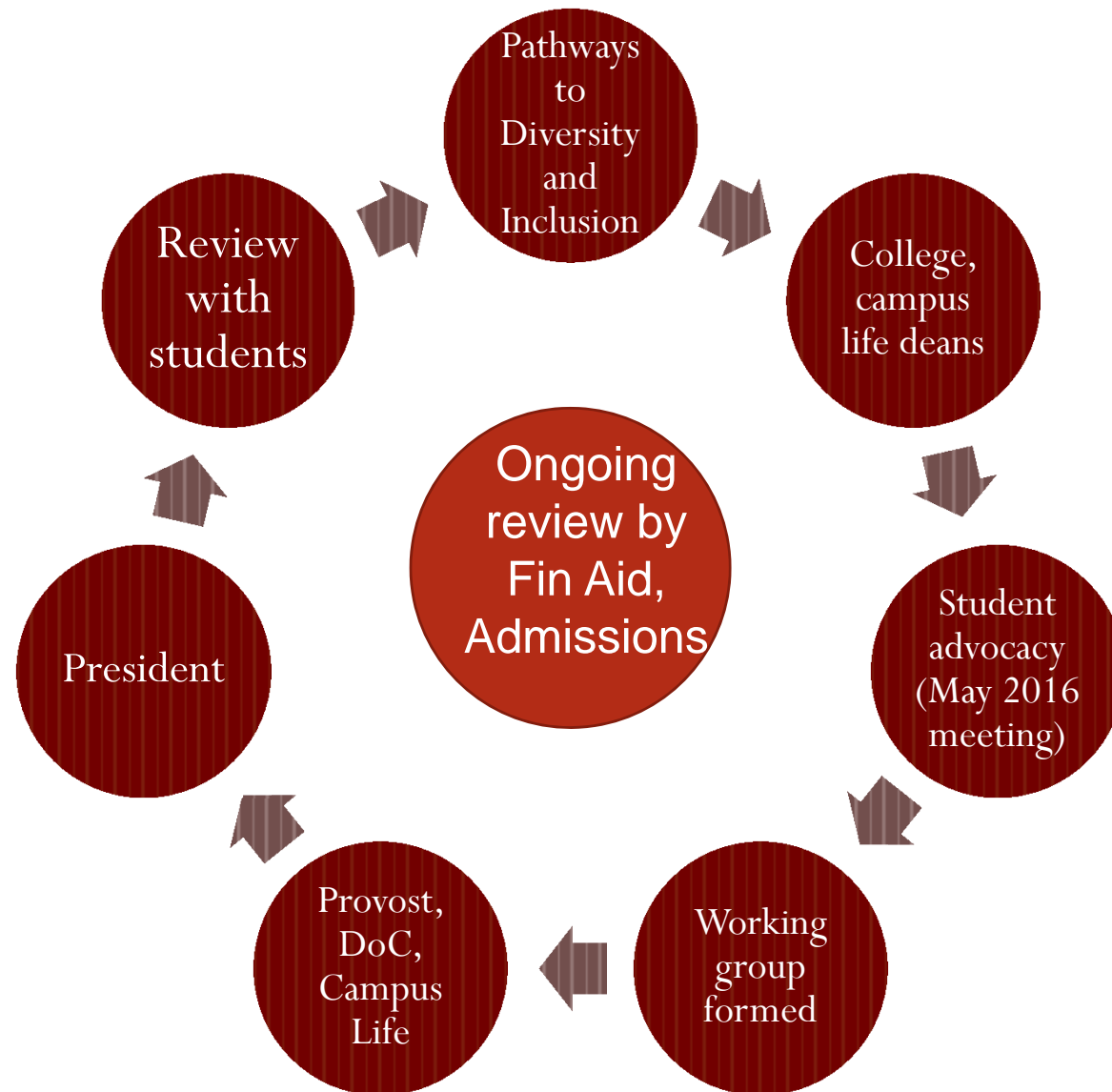
BROWN

Requests

- Consider undocumented students as domestic and not international for the purposes of admission and financial aid
- Institutionalize resources for undocumented students
- Incorporate issues related to undocumented students into professional development for faculty, students and staff



Reviewing Brown's Policies and Practices: Process



Guiding Principles

- Committed to developing a more diverse and inclusive community as a strategy to enhance academic excellence and contribute in meaningful and enduring ways by advancing knowledge and discovery through research, education and service.
- Central to this is having policies that attract and support the most talented and promising students and scholars to campus.

Recommendations: Admission and Financial Aid

- Consider first time, first year undocumented and DACAmented students who graduate from a US high school as part of domestic need-blind pool for the purpose of admission and financial aid
- Continue to partner with entities like Questbridge
- Communicate policies in support of undocumented students more clearly and prominently

Recommendations: Supporting Students

- Make staff and other resources easily accessible to undocumented and DACAmented students
- Hire part-time student staff position within the First Generation/Low Income Center to serve as a resource
- Identify Faculty Fellow/Mentor
- Establish Training Programs to Ensure Staff Awareness of Issues Related to Undocumented and DACAmented Students
- Strengthen communication throughout key student-facing offices regarding existence of and resources for undocumented students



Students, Questions, Discussion

