

Diversity, Equity & Inclusion Partners' Impact

at BROWN UNIVERSITY



BROWN
Office of Institutional
Equity and Diversity



Dear Campus Community,

The Office of Institutional Equity and Diversity (OIED) is presenting this inaugural publication of “Diversity, Equity and Inclusion Partners’ Impact” to provide a glimpse into the scope and impact of diversity, equity and inclusion (DEI) initiatives in academic and administrative units across Brown University. By presenting models of programs and activities instituted by our DEI partners, this publication reflects the difference that thoughtful and deliberate efforts can make in achieving goals of creating an academic community where all members feel valued and can thrive. This publication showcases the DEI efforts of nine campus partners — the Division of Advancement, School of Public Health, Warren Alpert Medical School, Graduate School, Brown University Library, Division of Pre-College and Undergraduate Programs, School of Engineering, Division of Athletics and Recreation and College — and is not meant to be a comprehensive overview of DEI in every academic department or administrative unit at Brown.

The work underscored in this publication proves that, as a community of learners and educators, we are better and stronger together. We invite you to explore “Diversity, Equity and Inclusion Partners’ Impact” with a lens toward engaging with these units more intentionally through the varied initiatives, programs and trainings offered. It is important to emphasize that the work of diversity, equity and inclusion does not rest with one office; rather it is the responsibility of the entire University. As such, I know Brown is on the right trajectory in becoming a more affirming, welcoming and inclusive campus.

Thank you for the role you play in helping to advance this work during a time when diversity, equity and inclusion efforts are under close scrutiny. It has been wonderful to partner with you on our DEI journey. I look forward to the work ahead and note that our mission remains the same and we are steadfast as we work to achieve our North Star: to create a culture of inclusion and belonging at Brown University where students can achieve academic excellence and all members of the community can succeed and thrive.

In service,

Sylvia Carey-Butler, Ph.D.

Vice President for Institutional Equity and Diversity



Providing a Welcoming and Supportive Community

Through a wide range of programs across campus departments, Brown University continues to seek new ways to recruit and retain students, faculty and staff members from groups that have been historically underrepresented in higher education. Highlights include a pilot project focused on diversity, equity, inclusion and accessibility in the Brown Pre-College Program and the creation of a new role at the Warren Alpert Medical School focused on DEI, among other programs.

Graduate School offers academic training and mentoring opportunities

With nearly 3,000 graduate students and more than 700 full-time faculty members, Brown University's Graduate School offers excellent academic training and mentoring within a supportive environment. Currently, approximately 16% of Brown's U.S.-based Ph.D. and master's students are students from historically underrepresented groups (HUGs).

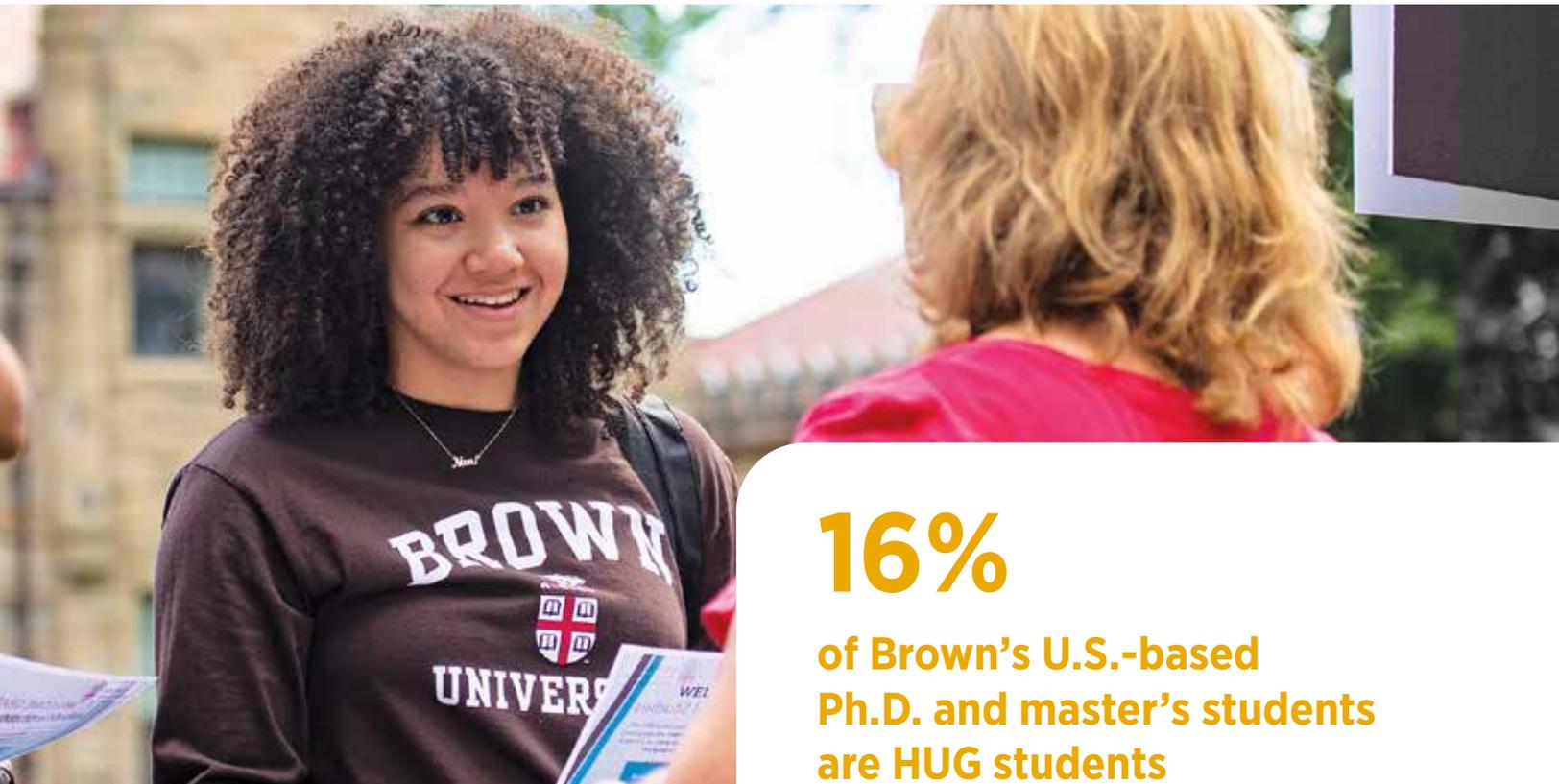
During 2021-22, prospective students were invited to learn more about Brown's graduate programs in both online and in-person settings, six in all. The Graduate School hosted McNair Scholars from five institutions and a group of students from a partner minority-serving institution. A total of 38 McNair Scholars Program participants applied for Fall 2022 admission to Brown's Ph.D. programs.

In March 2022, the Graduate School invited all admitted HUG doctoral students to participate in a two-day virtual event, Super Monday, so that students could learn more about their departments, Graduate School diversity initiatives and life in Providence. Along

with sessions presented by the Graduate School, 25 departments and programs from the University offered virtual networking sessions with faculty and students. Of the 40 admitted HUG students who attended one or both days of Super Monday, 25 decided to enroll. The 62.5% yield for Super Monday attendees exceeded the 49.1% yield for all admitted doctoral students. On a post-event feedback survey form, one attendee wrote, "There is community for me! It made me more excited and I felt that I have support."

"Diversity matters for all of our graduate students and for graduate education in general. So much of the learning and what makes our programs excellent is having so many different perspectives present."

*— Alycia Mosley Austin '01
Associate Dean of Diversity and Inclusion, Graduate School*



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Students in Brown's Pre-College Program

Pre-College launches DEIA pilot project

As one of the earliest pre-college programs of its kind, the Brown Pre-College Program began, albeit on a much smaller scale, 40 years ago.

“We’ve continued to grow and expand our programs in innovative and meaningful ways, both in offering more and increasingly diverse courses and programs, and in ‘digging deeper’ into the diversity, equity, inclusion and accessibility (DEIA) space,” said Joi-Danelle Whitehead, director of diversity, equity, inclusion and access in the Division of Pre-College and Undergraduate Programs.

In 2021-22, the division created a diversity and inclusion project specialist role to work in collaboration with Whitehead to increase the division’s capacity to develop new initiatives. As the first in this role, Brittany O’Meara built the structure and programming for the Division’s DEIA Pilot Project.

The DEIA Pilot Project expanded the division’s scope of support for HUG student engagement by adding to pre-existing programs and support. These include

Partner Scholar and Providence Public School District (PPSD) student welcome sessions, individual support for Partner Scholar and PPSP students and identity-based programming.

As a result, the division increased engagement with, programming for and support of students from HUGs as well as first-generation college students across socioeconomic backgrounds.

“Our Pre-College programs have included extracurricular activities with residential staff who facilitate identity-based workshops with students who self-identify as Black, Latino/Latinx, LGBTQIA+ and those who would be the first in their families to attend college, among others. This summer, by providing a specific location that was open every day, with staff available, we were able to more intentionally build and sustain community,” said Adrienne Marcus, division dean.



Dr. Emmanuel Asiedu addresses the students at the Black Men in White Coats summit event

Medical school offers multiple pathways to medicine

Pathways is a mentorship program at the Warren Alpert Medical School that pairs medical students with high schoolers in Rhode Island. Through monthly sessions involving medical case studies, health care simulations and interactive workshops, high school students develop academic skills with encouragement and guidance from their mentors. The tiered mentorship not only provides high school students with access to real-life applications of the topics they learn in class, it also provides them with a means of how to turn the subjects they love into lifelong careers.

This mentorship program is just one of many offered through the medical school. The Black Men in White Coats Youth Summit, for example, exposes Rhode Island students in grades 3 through post-college to the fields of medicine and public health. Sponsored jointly by the Warren Alpert Medical School and the Brown University School of Public Health, this day-long event provides mentorship, networking and exposure to the steps needed to pursue a career in health care with the goal of strengthening and diversifying the future of health care. The inaugural summit was held October 29, 2022.



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Black Men in White Coats Youth Summit Program

Medical school creates new DEI role

The Warren Alpert Medical School's Emergency Medicine Department has created the role of diversity, equity and inclusion (DEI) chief resident, a third- or fourth-year resident in good academic standing who will promote DEI initiatives within the residency program. Within the department, the resident will work closely with the program clerkship and clinical site directors to enhance existing strategies and develop and execute new recruitment and retention strategies. This chief resident will receive program funding for residency fair travel, recruitment materials and affinity group dinners and other support for participation in the activities outlined by this leadership role.





School of Public Health's Health Equity
Scholars Program 2022-23 cohort

Health Equity Scholars Program expands its cohort

In September 2021, the Brown University School of Public Health welcomed its first cohort of 13 students (eight women and five men, all of whom were graduates of historically Black colleges and universities, or HBCUs) into the Health Equity Scholars Program.

“We launched the Health Equity Scholars Program after the pandemic demonstrated that important voices were missing — both nationally and locally — when decisions were being made about the most disadvantaged communities, oftentimes communities of color. Black communities were suffering disproportionately because their voices weren’t being heard and their unique needs were not being addressed,” said Jai-Me Potter-Rutledge, the school’s interim assistant dean of diversity, equity and inclusion. “We asked ourselves: How could we change the face of public health leadership to make it more diverse and so that we have public health leaders making intentional decisions about the needs of different communities — their own communities?”

That led to the school’s decision to recruit students from HBCUs as one way to address anti-Black racism.

Funding came from donors, and the School of Public Health worked closely with the Division of Advancement to bring the program to fruition. The program provides full tuition support, increased mentorship, a professional coach, leadership training and a paid research assistantship to each student.

“We asked ourselves: How could we change the face of public health leadership to make it more diverse?”

**— Jai-Me Potter-Rutledge
Interim Assistant Dean Of Diversity,
Equity And Inclusion**

Due to the program’s success, it now welcomes students who are graduates of HBCUs or Hispanic-serving institutions (HSIs), or are Rhode Islanders. Under this new approach, the Health Equity Scholars Program can accept up to 20 students a year. In 2022-23, 19 students (17 women and two men) enrolled in the Health Equity Scholars Program.

The College pilots Connect to Complete



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About the College's
Connect to Complete

Beginning in 2021, the College piloted a program called Connect to Complete to help students who have been separated from the University for three or more years, and have only one or two graduation requirements remaining to attain their degrees. Enabled by the increased accessibility of remote courses, students such as Miguel Gutierrez '21 — an award-winning performer and choreographer who began his Brown education 31 years ago — were able to successfully complete their degrees.



Miguel Gutierrez '21 at
2021 Commencement



Promoting Academic Excellence

Brown University is committed to creating a learning environment in which students from every background can thrive in their chosen fields of study and to providing scholarly resources to support education and leading-edge research on issues of diversity, social justice, power and privilege around the globe.

A few recent examples of work in this arena include alumni events celebrating identity and facilitating a conversation about race, ethnicity, inequality and justice and changes to Brown's platform for sharing experiential learning opportunities to ensure greater accessibility.



Speaker Miesha Agrippa '21,
IPC Reception

Alumni engage in diverse programming

Alumni Relations works closely with affinity group leaders on events and communications to foster a sense of community, connection and belonging with HUG and LGBTQIA+ alumni communities, which include the Asian/Asian American Alumni Alliance, Brown University's Latino Alumni Council, Brown Alumni Pride Association, Inman Page Black Alumni Council (IPC) and the Native American Brown Alumni.

In 2021-22, staff worked with affinity group volunteers on executing approximately 12 affinity group events that engaged more than 1,000 alumni, family and friends.

The "Honoring Black Excellence of the 50s" program, which the IPC hosted, was one particularly noteworthy event. The 2022 event drew 179 registrants and honored Black alumni who graduated in the 1950s, including emeriti Corporation member Dr. Augustus White III '57, a distinguished orthopedic surgeon, author, decorated Vietnam War veteran and former Brown football standout, and the first Black graduate of Stanford Medical School.

Empowering Change

Empowering Change, Brown's first all-alumni community virtual event, featured a conversation facilitated by former Provost Richard Locke with Ruth J. Simmons Center for the Study of Slavery and Justice (Simmons Center) Director Tony Bogues and Center for the Study of Race and Ethnicity in America (CSREA) Director Tricia Rose; the program promoted the work of these centers to the entire alumni community.

"This program was constructed at a time when the country was engaging in debates about the value of studying issues of race, ethnicity and the history of slavery," said Mary Ward, senior director of Alumni Belonging Programs. "We wanted to produce an all-alumni event that showcased Brown's commitment to education and leading-edge research on issues of race, ethnicity, inequality and justice."



Pre-College adds identity options to application

Each year, the Division of Pre-College and Undergraduate Programs provides academic opportunities for more than 6,000 high school and undergraduate students to enjoy intellectually and socially formative and challenging experiences in and out of the classroom with a diverse group of peers, instructors and staff.

Recently, the division updated its Pre-College admissions application to offer a wider range of gender identities and provided the option for students to share their gender pronouns. Team members from the Marketing and Enrollment Management Team, Student Life Team and Diversity, Equity, Inclusion and Accessibility consulted colleagues in the Office of Institutional Equity and Diversity and the LGBTQ Center for input.

“Brown’s Pre-College programs allow students to engage in rigorous and engaging courses that expose them to a variety of academic fields and career pipelines, which is imperative for HUG and First-Gen students.”

— **Joi-Danelle Whitehead**
Director of Diversity, Equity, Inclusion and Access, Division of Pre-College and Undergraduate Programs

The College continues support for students with disabilities

In partnership with faculty and staff across campus, the College has continued to support the remote accessibility of courses — an effort that really took shape during the early days of the COVID-19 pandemic — including approximately 30 students who have been able to complete part of their coursework remotely. For these students, including many who were supported by disability-related accommodations, remote study allowed them to make progress on degree completion even when they needed to be away from campus.



Initiatives for veterans

In Fall 2021, a new undergraduate application created a dedicated pathway for U.S. veterans to enroll at Brown with academic enrollment flexibility similar to Brown’s signature Resumed Undergraduate Education (RUE) program. This new pathway for veterans allows them to pursue up to eight full-time semesters of enrollment, or to accelerate their time to completion based on their personal goals using transfer credits.

The College, in partnership with campus colleagues, offers veterans a specialized orientation program, dedicated academic advising and support for exercising these options. The College also established a student veteran coordinator position who assists in outreach, transition support and community-building efforts with student veterans.



The College makes changes to SPRINT|UTRA to expand participation

The College recently implemented structural reforms to increase the visibility and accessibility of funded experiential learning opportunities such as the Summer Projects for Research, Internships and Teaching and Undergraduate Teaching and Research Awards (SPRINT|UTRA) programs. Together with an overall increase in SPRINT|UTRA funding, these changes in how opportunities are posted, how students apply and how funding is structured have significantly expanded the participation of first-generation college students, students from HUGs and students with high demonstrated financial need.

“In each of the past two years, the number of applicants for SPRINT|UTRA opportunities doubled to more than 1,400 undergraduate students,” said Oludurotimi Adetunji, associate dean of the College for undergraduate research and inclusive science. “This fall, more than 150 students received funding for semester-long UTRA research projects, which is quintuple the number of students who received funding last fall.”

Expanding Learning Opportunities

Brown University aims to ensure that all students can thrive in their chosen fields of study, while providing opportunities to learn about diverse perspectives. A few of the recent developments focused on these efforts include growing support for a range of digital projects and a lecture series highlighting accomplished STEM faculty.



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About Brown's digital scholarship opportunities



Exploring the Mumia Abu-Jamal collection

Digital scholarship opportunities grow

Brown's Center for Digital Scholarship, housed at the University Library, provides expertise, services and instruction in digital scholarship methodologies for faculty and students, and provides support for the creation of new scholarship, learning and innovative scholarly communication.

Over the past few years, the center has prioritized resources and support for a growing number of ambitious faculty digital projects focused on questions of race and social justice, including *Stolen Relations: Recovering Stories of Indigenous Enslavement in the Americas*. This collaborative effort between Professor Linford Fisher (History) and tribal community partners assisted in building a documentary database of enslaved and unfree Indigenous people throughout time all across the Americas.

The project, which aims to promote greater understanding of the historical circumstances and ongoing trauma of settler colonialism, received a major Digital Humanities Advancement Grant from the National Endowment for the Humanities.

In 2022, Professor Kim Gallon, a noted digital scholar who coined the term “Black Digital Humanities,” joined the Department of Africana Studies and the Center for Digital Scholarship, and will be committing resources to support her work in this area.

In addition, Brown University Digital Publications (BUDP) — a collaboration between the University Library and the Dean of the Faculty, with support from the Mellon Foundation — is currently supporting several faculty digital monograph projects that reflect Brown's overall academic strength in scholarship on race, ethnicity, colonialism and social justice.

BUDP has been expanding beyond its original mission to help Brown faculty develop born-digital publications for their scholarship. Several recent publication initiatives stemming from campus and external partnerships are also making significant contributions to Brown's work to advance DEI. BUDP has also been eager to share its expertise in digital publication development with other scholars and institutions.

Series highlights STEM scholars' accomplishments



Brown's Presidential Colloquium Series, Thinking Out Loud, which Associate Provost for STEM Initiatives and Professor of Engineering Christopher Rose (left) envisioned and championed in 2014, showcases profoundly creative and accomplished scholars.

These scholars wrestle with some of the world's greatest and most urgent and complex questions while skillfully communicating their inner visions and research ideas to broad-based audiences.

"I want folks to think of diversity as a superpower."

— **Christopher Rose**
Professor of Engineering, Associate Provost for STEM Initiatives School of Engineering

Describing the Thinking Out Loud series as a "group effort," Rose said, "These presenters are top-level academics — women and people of color — who are aspirational figures for Brown faculty. As leaders in their respective fields and members of the National Academy of Sciences, these presenters help advance STEM initiatives."

By inviting diverse luminaries who engage with students and faculty throughout their two-day visits to campus, a subtle sort of role-modeling ensues.

"I want folks to think of diversity as a superpower," Rose said.

To further the many initiatives he is overseeing, Rose networked with potential incoming HUG graduate students at the Graduate School's Fall 2021 Preview Day and Spring 2022 Super Monday. He also supervised a social mixer for Black STEM faculty and Brown undergraduates who are interested in pursuing STEM graduate degrees at the University and a STEMJazz Happy Hour, the group's first in-person social event since the pandemic. These informal gatherings contribute, he explained, to the group's strong sense of community.





Providence high school students at STEM Day

School of Engineering's STEMJazz program

In 2018, Associate Provost for STEM Initiatives and Professor of Engineering Christopher Rose created STEMJazz, an incubator and networking hub that explores areas of intersection and commonalities among researchers, across STEM fields and area of focus.

Calling STEMJazz a portmanteau, where many different players with varied areas of expertise get together to create something new, Rose said, "It seeks to become a focal point in highlighting and supporting the vibrant HUG community at Brown."

By inviting STEMJazz participants to attend doctoral student-recruitment events, Maija K. Hallsmith, assistant director of graduate academic diversity for the Graduate School, said, "Students really appreciate these opportunities to talk with Brown faculty about how they do their work in their own lab and collaborate with other faculty outside their lab. At many Ph.D. programs, students are very silo-ed, and this highlights how Brown, even at the Ph.D. level, is a very collaborative environment."

STEMJazz hosts vibrant talks, meetings, events, a newsletter and podcasts; last year, three of the five STEMJazz Talk speakers were women and two of the three recorded STEMJazz podcasts were with women.

Heavily populated by HUG individuals and women, STEMJazz welcomed 15 new members last year.

Participating in STEMJazz programming exclusively by Zoom — due to the pandemic — has inspired Miles Miller-Dickson, Ph.D. student in electrical and computer engineering.

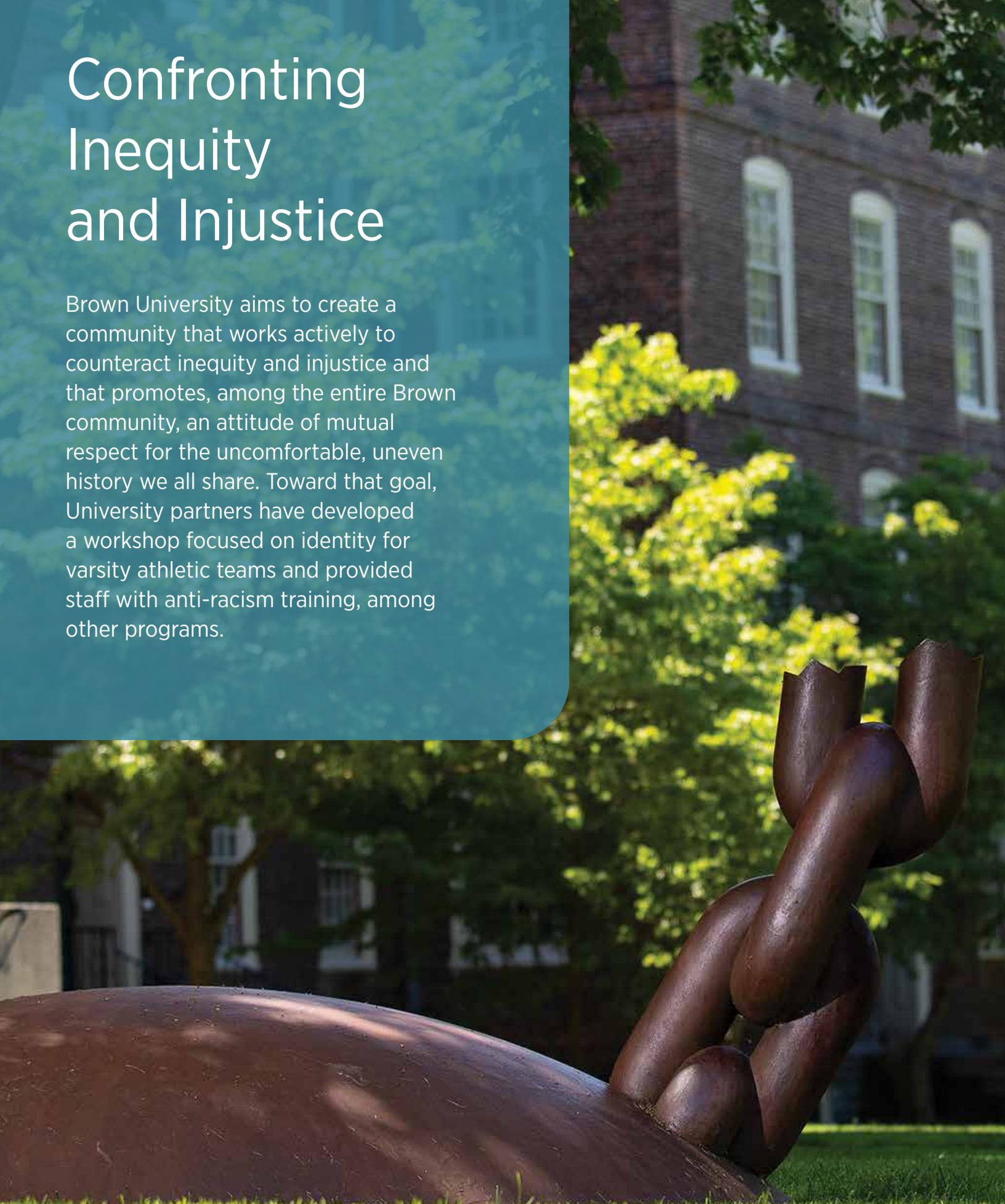
"In my experience, it offers a unique opportunity to support a group of folks who have been marginalized by society and academia, to a certain extent," Miller-Dickson said.

STEMJazz participants represent an ethnically and racially diverse cohort who are also very diverse academically, representing disparate departments across the sciences and the humanities. As such, said Miller-Dickson, the individuals presenting their research must tailor their talks to intellectually diverse audiences.

"That has been unique for me; these talks are much more engaging," he said. "With technical talks, we're used to walking away having retained about half of what they said. In contrast, with STEMJazz, the goal is that attendees develop some deeper understanding of the fundamentals of the speakers' research."

Confronting Inequity and Injustice

Brown University aims to create a community that works actively to counteract inequity and injustice and that promotes, among the entire Brown community, an attitude of mutual respect for the uncomfortable, uneven history we all share. Toward that goal, University partners have developed a workshop focused on identity for varsity athletic teams and provided staff with anti-racism training, among other programs.





School of Public Health learns from DEI consultant

In Fall 2021, the School of Public Health (SPH) Office of the Dean engaged Advancing Health Equity (AHE), a diversity consultancy led by Uche Blackstock, in order to help advance the school's diversity and inclusion work.

The school invited Blackstock and her colleagues to assess culture and practices at the SPH related to inclusion, diversity, equity and anti-racism. They conducted focus groups, surveys and one-on-one interviews with SPH faculty, staff and students. In February 2022, the AHE team presented initial findings to SPH leadership and led them through two days of conversations and discussions about strategic objectives and next steps.

SPH's Compartir encourages cross-collaborations

After taking over as interim dean of the Brown University School of Public Health in April 2022, Ronald E. Aubert offered meetings with the junior faculty on a one-to-one basis to understand their individual needs. The meetings revealed faculty members' yearning for a space to nurture a stronger sense of community and belonging, leading to the creation of Compartir, A Collective.

Compartir is a dynamic, regular interdepartmental exchange of ideas where researchers can brainstorm, think through new projects and develop existing research with the support and feedback from faculty across the school.

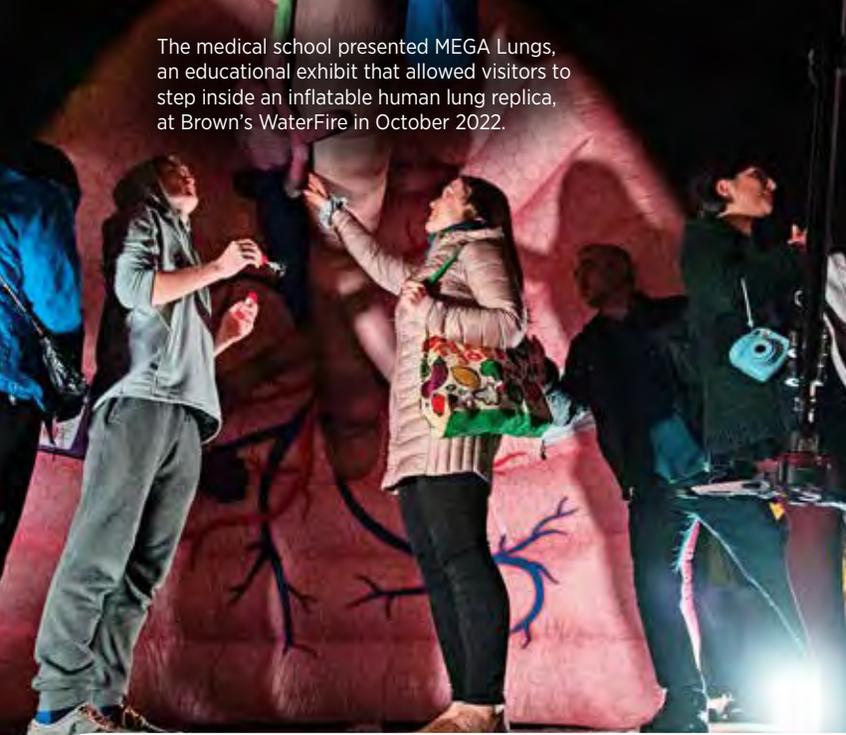
Compartir's ultimate goal is to facilitate networking among public health researchers with varied interests and approaches and inspire collaborative research endeavors among Brown's faculty of color.

At each meeting of Compartir, which means "to share" in Spanish, a junior faculty member of color is invited to present their research, share their findings and identify opportunities for collaborative research.

"Junior faculty of color weren't getting as much visibility, so we wanted to create opportunities for them," explained Marielena Del Pozo, program manager in the School of Public Health's Office of Diversity and Inclusion. "This is creating a lot of community bonding; I've seen faculty discuss the possibilities of working together on specific projects." Plans are underway to eventually invite the wider School of Public Health community to attend these frequent Compartir gatherings.

Compartir's ultimate goal is to facilitate networking among public health researchers with varied interests and approaches and inspire collaborative research endeavors among Brown's faculty of color.

The medical school presented MEGA Lungs, an educational exhibit that allowed visitors to step inside an inflatable human lung replica, at Brown's WaterFire in October 2022.



Week of Medicine Enrichment Program

The Week of Medicine summer enrichment course is hosted by the Warren Alpert Medical School in partnership with Central Falls High School. Tenth and 11th grade students from area high schools are invited to participate in the program to learn more about careers in health, engage in hands-on experiences in medicine and science and receive mentorship from medical school faculty and students.

Medical school recognizes value of LGBTQIA+-focused care

Teaching medical students to care for LGBTQIA+ patients is imperative. Recently, the Warren Alpert Medical School became one of the first in the country to require it, by adapting Rainbow Caduceus into the doctoring curriculum. In 2021, students proposed this instruction as an optional, one-night training.

The medical school has integrated training beyond specific lessons, such as including gay and gender-diverse patients in case studies and evaluating how students ask patients their preferred pronouns and take down their sexual history in the Objective Structured Clinical Examination. The school affirms that trans care is patient care. Though some trans patients seek hormone therapy and/or gender-affirming surgery, most seek medical care for the same reasons other patients do: to treat a stomach bug, a broken arm or the flu. Respectfully communicating with any patient — be they gay, straight, trans or nonbinary — is an essential element of good doctoring.



New course expands reach of Meiklejohn program

In recognition of the importance of Brown's Meiklejohn peer advisors — students who work alongside faculty advisors to provide academic advice and counseling to first-year students — the College created a new curricular pathway to recruit and train future peer advisors and secured funding to provide Meiklejohns with a \$1,000 annual stipend. In Spring 2022, the College introduced UNIV0123: A Practical Introduction to Peer Advising, a half-credit course, which has increased the representation of first-generation college students, international students, students with high demonstrated financial need and students from HUGs in the Meiklejohn program.



Advancement team engages in anti-racism training

In 2021-22, the Division of Advancement designed and ran a yearlong educational program called the Advancement Anti-Racism Training Program. All 200+ Advancement employees were required to participate in a series of eight conversations in small cohorts, led by volunteer facilitators from within Advancement, who all received training from an outside consultant. The conversations focused on “the gears” of structural racism — education, criminal justice, housing, wealth, health and media, as discussed in a presentation by CSREA Director Tricia Rose.

It all began with a simple yet profound question posed by Ellen Schatz, major gift officer, West Coast Program, to her colleague, Feven Teklu, major gift officer, New York, after the murder of George Floyd in 2020: “How are you?” That led to a series of conversations between Teklu and Schatz envisioning accessible ways to start the conversation about race and systemic oppression with their colleagues.

They began brainstorming how division staff members could engage in learning about systemic oppression together. Over the course of 10 months, a committee of colleagues shaped the logistics and structure of the

“People are uncomfortable talking about race in the world and in their workplaces, and the systemic nature of racism can be hidden for those who don’t experience it as a first-hand lived experience.”

— **Ellen Schatz**
Major Gift Officer, West Coast Program, Division of Advancement

program. The next year, carefully constructed cohorts — including one self-selected cohort of exclusively HUG individuals — were brought together virtually for 90 minutes once a month to discuss institutionalized bias.

As program co-creators, Teklu and Schatz received Brown’s 2021 Excellence Award for Diversity, Equity and Inclusion. The program also received the 2022 Circle of Excellence Gold Award in Leadership from the Council for the Advancement and Support of Education. The program was funded by a grant from the Provost’s Addressing Systemic Racism Fund.



Community Perspectives

The programs and initiatives shared throughout this publication highlight the breadth of DEI work at Brown University and the ways in which these efforts are integral to the University's mission of educational and research excellence. The stories highlighted in this last section further show the impact of Brown's DEI work through the individual experiences of members of the Brown University community, in programs focused on diverse leadership and the student-athlete experience.





Amplify Gender Equity and Leadership Initiative

Carolyn Haddad '14, assistant director of young alumni and student giving, and Michelle Giovino, senior advancement information services developer, both in the Division of Advancement, are grateful to have played roles with the Amplify Gender Equity and Leadership Initiative, whose goal of achieving gender equity in the advancement profession is ambitious. The initiative is a program of the Council for Advancement and Support of Education (CASE).

After Haddad and Giovino participated in the initiative, they both applied — and were chosen — to lead facilitation for two cohorts of six women working in Brown's Division of Advancement in the 2022 program. Participating in the eight-week program helped Giovino recognize that she was not the only women struggling with imposter syndrome.

"Having the tools to conquer imposter syndrome led to me talking about the issue with my daughters and my friends," Giovino said. "That's why I was really excited to apply to become a lead and facilitate a cohort."

As leads, Haddad and Giovino had two days of training in a virtual retreat where they learned how to facilitate difficult conversations and understand group meeting skills. Then they met weekly for four weeks to learn how to draw out

"It's wonderful that the division and Brown recognize the value in employees' participating in this kind of professional development."

**— Carolyn Haddad '14,
Assistant Director of Young
Alumni and Student Giving**

people who don't speak at meetings, how to gracefully deflect people who overtalked and other skills.

"The training really prepared me to facilitate some fairly intense conversations about really important and difficult issues about being a woman in the workplace, unconscious bias and intersectionality," said Haddad, who felt that getting experience in facilitating difficult conversations would be a good skill for her professional development.

"It's wonderful that the division and Brown recognize the value in employees' participating in this kind of professional development," said Haddad. "It creates more awareness on a broader scale of some of the challenges that women face in the workplace."



Brown's athletes at the Black Student-Athlete Summit
Courtesy of Rice University

The Black Student-Athlete Summit held at Rice University

Four student-athletes from Brown University attended the Black Student-Athlete Summit, which was held at Rice University in Houston, Texas, in Spring 2022. It was the only event of its kind catering to the holistic development of Black student-athletes.

“It’s absolutely amazing to see our student-athletes [at this event],” said Victoria Mealer-Flowers, senior manager of student-athlete development and community engagement and DEI in the Division of Athletics and Recreation. “They come back empowered, eager to build a community, and advocate for themselves and for others.”

The summit’s discussions of controversial topics “brought a level of understanding to the whole group on issues that don’t normally get discussed,” said Kendra Ezeama ’24, a computer security and literary arts concentrator at Brown. “It was valuable to get those beliefs out and reason with one another.”

Calling the experience “top tier,” Ezeama, a shot put thrower on the track team, believes the summit could impact Black student-athletes across the country, given the summit attendees’ outreach and engagement. The Smithfield, Rhode Island, resident had never traveled to such a geographically distant large city until she went to Houston for the summit.

“The summit offered a way to network and gain perspective,” Ezeama said. “I realized that as a Black student-athlete, I have more power than I thought I did. I can speak up about team-related decisions. That, and learning about personal branding, really opened my mind.”

Attending the summit offered rugby player Noelle Lewis ’24 another leadership experience. A Student-Athlete Advisory Committee (SAAC) executive board member and Ivy representative during her first two years on campus, she now serves as SAAC’s diversity and inclusion co-chair.

“I know my personal views and experience, but I’m not just serving those like me. I want to understand the perspective of other student-athletes, and [I believed] the summit would help,” said Lewis, who has a double concentration in international and public affairs and Africana studies.

Lewis recognizes that some people may view athletes and, in particular, athletes of color and female athletes, as less academically or intellectually capable than non-athletes. “When you go into the classroom as a Black athlete and as a woman, you feel the pressure to perform twice as well,” added Lewis, of Vienna, Virginia. “I’m always aware of how people could perceive me.”



Women's soccer wins Ivy Championship

Athletics introduces workshop series on identity

With the goal of building an inclusive culture of belonging, the Division of Athletics and Recreation developed an identity and perspective-taking workshop series for all varsity teams and across the division.

In the workshop, participants were asked to think about and describe their identities. Eventually, through a series of steps, participants were asked to remove their chosen descriptors (tall, brown-haired, Latino/Latinx, etc.) until they finally arrived at one word to sum up themselves.

For some, that last step was a “deer in the headlights’ moment,” said Victoria Mealer-Flowers, program manager, student-athlete support and diversity and inclusion initiatives in the Division of Athletics and Recreation. “They asked, ‘How do I describe myself with just one word?’”

In 2022-23, all first-year student-athletes were asked to participate in the identity workshops, said Mealer-Flowers, who often identified herself in workshop sessions with the one-word descriptor “other.”

“Most of my life, I’ve been the only woman, the only Black woman, the only Black gay woman in the room. If you don’t find your identification on a [medical or academic] form, it can be isolating and shameful,” she explained. “After a while, I found strength in being the ‘other’ and being proud of being different.”

On campus, the Division sponsors student-athlete affinity groups — the Alliance of Multicultural Athletes (AMA), Global Bears, and Student-Athlete Gay Alliance (SAGA) — and membership in the Minority Opportunities Athletic Association (MOAA) for division staff. The sponsorships of these affinity groups and association membership, respectively, build community and provide opportunities for minorities in athletics.

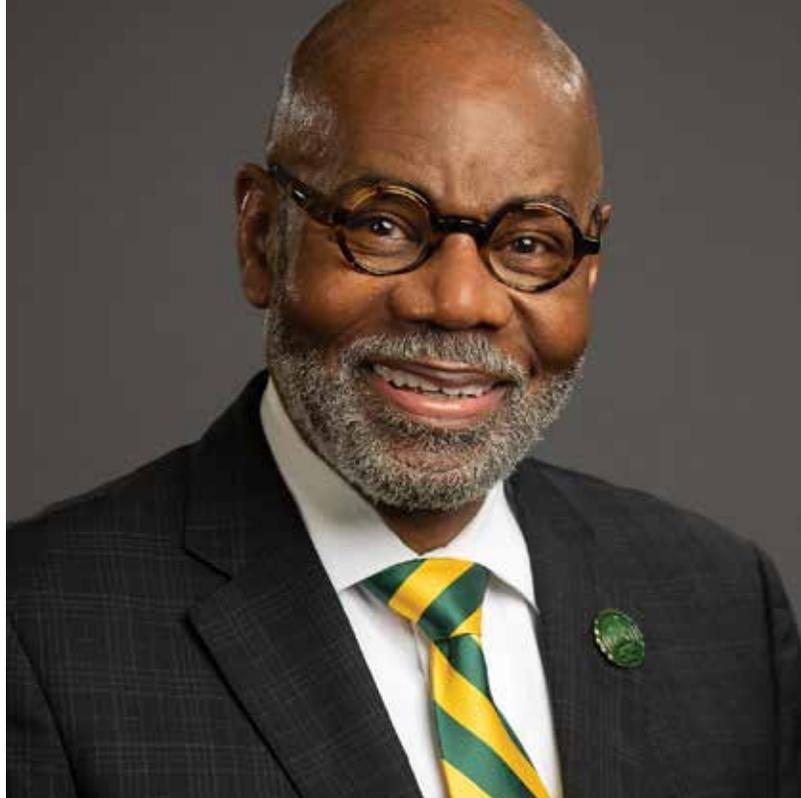


Global Day of Inclusion

On June 16, 2022, OIED launched a preview of its inaugural Global Day of Inclusion. As part of the preview, staff could register for events with a DEI focus, including a keynote by Kennesaw State University social studies education professor Sohyun An (above) on the racialization of epidemics, as well as a scavenger hunt that led participants to uncover DEI-related resources throughout campus.

The Leadership Alliance

In 2022, The Leadership Alliance, a consortium of over 35 institutions, and the newest addition to OIED, launched the The Leadership Alliance's Virtual Professional Development (VPD) series. This series is the result of a collaborative effort that leverages the expertise of Alliance researchers and program administrators to share and demystify the research pathway. The Leadership Alliance VPD provides a robust networking and professional development experience, preparing historically underrepresented students for the graduate school application process, graduate school itself, and beyond.



Martin Luther King Jr. Lecture

On February 15, 2022, OIED hosted the annual Martin Luther King Jr. Lecture with a featured presentation from Alfred Anthony Pinkard (above), former president of Wilberforce University, titled "The Danger of the Single Story: HBCUs in the Public Imagination." The event took place in Salomon Hall, in the DeCiccio Family Auditorium, and was presented virtually via livestream.

Past lecturers have included author and activist Cornel West; activist and educator Angela Davis; President and CEO of the National Urban League Hugh B. Price; community therapist, poet and filmmaker Lee Mun Wah; Professor Emerita of Emory University and President Emerita of Spelman College Johnetta B. Cole; Professor of Law at Harvard Law School Randall Kennedy; President and CEO of the United Negro College Fund Michael Lomax; and Chicana activist and author Elizabeth Martinez.

Looking Ahead

The Office of Institutional Equity and Diversity invites members of the Brown University community to attend some, or all, of our future events.

September 2023 | Tougaloo Visit at Brown

September 30, 2023 | Blues for Langston Hughes

February 15, 2024 | Martin Luther King Jr. Lecture

March 2024 | Brown Visit to Tougaloo

Spring 2024 | Global Day of Inclusion

April 19, 2024 | The Leadership Alliance
30-Year Anniversary

June 2024 | 60th Anniversary
Brown/Tougaloo Partnership

June 2024 | Title IX Convening



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Special thanks to writer and editor
Nancy Kirsch, and to the faculty,
staff and students whose interviews
and materials made this publication
possible.



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