

BROWN

**2024
DIVERSITY AND INCLUSION
ACTION PLAN (DIAP)
PROGRESS REPORT**

September 2024

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INTRODUCTION

In 2016, Brown implemented Pathways to *Diversity and Inclusion: An Action Plan for Brown University* (known as the Diversity and Inclusion Action Plan, or DIAP). The plan was developed through a University-wide process to meet one of the core priorities of Brown University's strategic plan, *Building on Distinction: A New Plan for Brown*, which speaks to cultivating diversity in pursuit of academic excellence. The DIAP serves as a guide as the University works to ensure all members of the community are valued and respected, feel included, and have equal opportunities to thrive. The plan advances goals outlined within six established priority areas: People, Academic Excellence, Curriculum, Community, Knowledge and Accountability, and it underscores the University's commitment to diversity and inclusion as a value central to strengthening Brown's mission of education, research and service.

A critical feature of the DIAP was to establish a governance structure and accountability measures for advancing diversity across the institution at both the University and unit levels, and to ensure continuous action toward meeting the University's diversity and inclusion goals. Departments were charged with creating Departmental DIAPs, or DDIAPs. The ongoing assessment and review of departmental diversity and inclusion efforts has been essential to demonstrating progress toward broader institutional goals.

Since the launch of the DIAP — and through ongoing assessment and feedback for departments' efforts — Brown has made measurable progress that has addressed some of the barriers to building and sustaining a campus environment where all members can fulfill their potential as learners, scholars and leaders. The achievements of the first five years of implementation of the DIAP provided a roadmap to continue to build upon success, and the University launched DIAP Phase II in 2021.

DIAP Phase II outlined additional actions the University would take to achieve its goals, as well as actions that continued from the original plan. This work is being sustained in the DIAP's six priority areas. The second phase of the DIAP recognizes that achieving Brown's goals for diversity and inclusion requires that we consistently re-evaluate our progress and our approaches to adapt to the evolving needs of our community.

Purpose

The purpose of the DIAP Progress Report is to provide the Brown community with an update on progress made toward achieving the goals outlined in DIAP Phase II. Sharing progress and areas for ongoing improvement reflects our continued commitment to accountability for this work. The Office of Institutional Equity and Diversity (OIED), in collaboration with a DDIAP review committee consisting of colleagues from across the University, examined reports from 84 campus departments (64 academic, 20 administrative) that submitted annual updates on progress made for the academic year (AY) 2021-22 reporting cycle. This reflects progress made in the first year after the launch of DIAP Phase II.

Of note, AY 2021-22, is the last year departments submitted reports on their programmatic activities. The actions, programs and initiatives included in this report (in the Review of Departmental DIAPs section) occurred prior to the U.S. Supreme Court (SCOTUS) ruling on race-conscious admissions in June 2023. Departments did not complete reports in AY 2022-23, as Brown began to explore and frame the next phase of its diversity and inclusion work across the institution. Following the SCOTUS decision, and after eight years of gains since the DIAP's original launch, strategic work continues to envision the University's next phase of advancing diversity and inclusion. Future departmental reports will examine activities by fiscal year (June 1 through July 1), inclusive of academic year, to accommodate both academic and administrative units.

The data presented in the Review of Departmental DIAPs section is reflective of information pulled directly from the DDIAP reports submitted by individual departments for AY 2021-22. Demographic data in this report, reflected in the Update on the Status of Major DIAP Goals section, comes from the start of the most recent academic year (AY 2023-24). The Fall 2023 data was provided by the Dean of the Faculty, the Office of Institutional Research and University Human Resources.

A note on terminology: Though the term "DEI" (diversity, equity and inclusion) does not appear in the original DIAP or DIAP Phase II reports, it is used throughout this report, reflecting the common phrasing that institutions of higher education have adopted to refer to diversity and inclusion-related efforts.

Considerations and Limitations of DDIAP Review Process

Reference to or discussion of specific actions, programs and initiatives included in this report are taken directly from the DDIAPs. While 82% of the units submitted DDIAPs in 2016, there are some units that submitted their first DDIAP within the last two reporting cycles (AY 2020-21 and AY 2021-22). Therefore, individual units may be at varying phases in implementation of actions related to their goals.

Departments vary in the level of details they provide in the DDIAP regarding diversity, equity and inclusion (DEI) initiatives. Some give a full listing of their activities in great detail and others provide just a high-level overview. These variations minimized the review team's ability to adequately assess progress on goals consistently across units. As a result of these limitations, the data in this report should be considered an approximation rather than a precise accounting of DDIAP activities across the University.

UPDATE ON THE STATUS OF MAJOR DIAP GOALS

The 2016 DIAP outlined a set of concrete, achievable actions to make Brown more fully diverse and inclusive. The University chose to focus on areas expected to have the biggest immediate impact on the Brown community, with the expectation that, as time goes by and we learned from experience, more actions would be needed. This section provides an overview on the status of the original goals, some of which used 2014, the year the *Building on Distinction* strategic plan was launched, as a baseline.

1. Double the faculty from historically underrepresented groups by 2022.

In their letter to the Diversity and Inclusion Oversight Board (DIOB) in September 2022, President Christina H. Paxson and former Provost Richard M. Locke reported to the Brown community that “the University achieved the publicly stated goal from 2014 to double the fraction of faculty from HUGs” (historically underrepresented groups). This news was lauded by the DIOB as “an opportunity for congratulations — and a chance for reflection.” While acknowledging that, “Brown can be proud of this achievement,” the president and former provost firmly agreed that “there is much more work to be done.” Through key initiatives such as the Presidential Postdoctoral Fellowship launched by the Office of the President and strategic recruitment and hiring approaches implemented in academic departments, the recruiting of HUG faculty has continued.

2. Diversify the graduate and medical student bodies at Brown, with the goal of doubling the number of graduate students from historically underrepresented groups by 2022 and sustaining and enhancing the successful recruiting of historically underrepresented groups in medicine.

In the DIAP Phase II report, the University declared we achieved this goal. Specifically, the Phase II report stated that “HUG graduate students represent 16.2% (405 out of 2,503) in AY 2020-21, reflecting a doubling of the number of HUG graduate students since the launch of the DIAP.” The report goes on to affirm that “in DIAP Phase II, we will work diligently to support the HUG graduate student experience through dedicated funding and enhanced inclusive programming.” Work in this area has continued through several key recruitment and retention initiatives launched by the Graduate School. These initiatives include a Diversity Preview Day for Ph.D. students and a Graduate Student of Color Orientation that are open to all students regardless of race. As a result of these and other efforts, HUG graduate students represented 18% of all graduate students (564 out of 3,128) in Fall 2023 (see Appendix A), reflecting continual progress toward the goal of increasing HUG graduate students since the launch of the DIAP.

Through strategic partnerships such as the well-established Brown-Tougaloo collaboration, the Warren Alpert Medical School has continued to make progress in its efforts to recruit students who are underrepresented in medicine. Overall, the number of medical students at Brown who identify as underrepresented in medicine (URiM) had increased to 169 (28%) in Fall 2023 (up from 23.3% in AY 2014-15, as reported in the original DIAP). The medical school remains committed to creating a welcoming community for their URiM student population by growing structured mentorship opportunities such as the Mentoring and Educating Diverse Students and Trainees to Excel as Physicians (MEDSTEP) program created by the school's Office of Diversity and Multicultural Affairs.

3. Enhance diversity among our undergraduates with a specific focus on African American/Black, Latinx, Native American, Southeast Asian, Pacific Islander, first-generation, low-income and undocumented students.

In 2014, prior to the 2016 launch of the DIAP, HUG undergraduates represented 20.8% (1,304 out of 6,264) of the total undergraduate student body. In Fall 2016, after the DIAP was launched, HUG students represented 21.3% (1,403 out of 6,580) of the undergraduate student population at Brown. While the percentage of the population remained constant, the total number of HUG undergraduates increased by 99. The Office of College Admission continues efforts to provide support and resources to applicants and their families through programs such as A Day on College Hill (ADOCH). Brown also supports college-bound students from the Providence Public School District (PPSD) through the Fund for the Education of the Children of Providence. Thanks to these and other efforts, the University has increased the percentage of HUG undergraduates in Fall 2023 to 25% (see Appendix A).

4. Promote hiring practices, professional development and mentorship programs that will increase the diversity of staff and further their careers, especially staff from historically underrepresented groups.

OIED continues to support institutional efforts aimed at promoting the recruitment, retention, professional development and mentorship of HUG staff. To promote equitable hiring practices, the “Guide to Diversifying Staff Searches” was developed in 2022. This guide is designed to complement the Faculty Guide OIED developed and the general staff search process information found in the Handbook of Academic Administration; it provides practical tools for incorporating equity and diversity into the search process.

UNIVERSITY GOAL ASSESSMENT

Released in 2021, DIAP Phase II describes the new and continuing actions that guide Brown’s efforts toward advancing its mission of academic and research excellence in each of the six priority areas. Actions that were not implemented from the original DIAP or incorporated into regular business processes were included in Phase II as continuing actions. The purpose of this section is to provide a status update on the actions in each priority area (People, Academic Excellence, Curriculum, Community, Knowledge and Accountability), as reported in submitted DDIAPS and confirmed with University data.

The current status of these actions falls into one of the following three categories: Incorporated, Implemented or In Progress. Incorporated actions have become part of regular processes, reflecting that actions are an ongoing part of University business practice and progress is evident. Implemented actions are discrete tasks that have been completed, but the action could benefit from more time. In Progress actions are in the initial phases of implementation and should continue in the next phase of the DIAP.

People

DIAP Phase II: New Actions

1. Implement a plan to increase the representation of Black/African American applicants in the Early and Regular Decision applicant pools, and increase the undergraduate Regular Decision yield for Black/African American-identified students to 50% over the next five years. (In Progress)

The Office of College Admission DDIAP lists several initiatives designed to increase diversity in the applicant pool, including a newly formed, official travel partnership with Howard University; inviting HUG students to campus; and expanding partnerships with college access organizations.

2. The University remains committed to the recruitment and retention of women faculty in STEM fields and will work with relevant academic deans to use benchmark data and the University’s Affirmative Action Plan to meet a strategic goal of doubling the percentage of women faculty in STEM across ranks. (In Progress)

At the time the DIAP Phase II was released (AY 2020-21), 23% of tenure-track faculty in the life and physical sciences identified as women. That percentage increased to 26% in AY 2023-24 (reported in Appendix A as Fall 2023), according to data provided by the Deputy Provost and Dean of the Faculty.

3. The University will develop metrics on alumni engagement and set a goal to increase the number of alumni from HUGs in leadership roles (e.g., advisory councils, Brown Alumni Association committees, the Corporation, etc.).
(In Progress)

According to the Division of Advancement's DDIAP, the division has implemented a survey to assess HUG alumni engagement and has established the Alumni Belonging pillar team, which focuses on building and supporting an ecosystem of communities based on identity, affinity and shared interests and promoting DEI in all areas of alumni engagement. The Advancement team continues to actively identify, cultivate and engage a diverse leadership cohort and put forth a nomination pool that consists of 50% alumni of color for the President's Leadership and Advisory councils.

4. The College, Graduate School, Office of the Dean of the Faculty and University Human Resources (UHR) will assess the experiences and outcomes of students, faculty and staff across race and other aspects of identity and develop a plan to address disparities that emerge in order to improve campus climate and culture, as well as overall sense of belonging.
(In Progress)

The College routinely tracks and acts on data regarding degree completion, leave, registration, courses and concentrations, analyzing data by gender, race and ethnicity, and financial aid, first-generation and HUG status. The College also develops programmatic surveys to inform strategic plans and programming to address disparities, such as those identified in the advising and Committee on Academic Standing (CAS) processes, which has led to an overhaul of CAS processes.

The Graduate School similarly, in partnership with the Office of Institutional Research, collects data regarding HUG student recruitment, retention and completion, and implements the Doctoral Education Survey to assess student experience and climate. School leadership analyzes these data as well as surveys of incoming students and those completing their programs to examine patterns for HUG students in relation to other students and also use data from programs and annual events to inform improvement.

As reported in its most recent DDIAP, UHR added two open-ended questions to an existing survey that provides feedback on UHR's efforts in the areas of diversity, equity, inclusion, belonging and justice, which informed action items for following years.

DIAP Phase II: Continuing Actions

1. OIED assesses employment data as a part of its annual Affirmative Action Plan federal requirements. *(Incorporated)*

The Vice President for Institutional Equity and Diversity ensures the continuity of Affirmative Action Plan programs, and University stakeholders are aware of how the plan can assist in achieving departmental hiring goals.

2. UHR will develop pipeline programs to ensure diverse community members have clear pathways to becoming regular staff members. *(In Progress)*

UHR is developing a three-year strategic plan that includes community engagement. Currently, the office partners with Building Futures to provide Rhode Islanders with opportunities to learn the fundamentals of construction trades without paying tuition or incurring debt; with [SkillsRI](#) to support staff hiring and a summer high school internship program; and with [NextSource](#) to support temporary staff hiring at the University and to source local talent in filling temporary to permanent positions.

3. The Office of the Provost, in partnership with the Graduate School, will continue to expand, assess and institutionalize programs such as the Initiative to Maximize Student Development (IMSD) — a research training support program that has increased HUG participation in life science fields — to other departments. *(Incorporated)*

Since its inception in 2008, the IMSD program has grown from life science fields to encompass more than 24 academic programs, inclusive of programs within the School of Engineering, School of Public Health, Division of Biology and Medicine and other STEM fields, such as chemistry, physics, applied mathematics, computer science and cognitive, linguistic and psychological sciences.

4. To gain an understanding of the impact of pipeline programs for HUG faculty and those faculty who support the advancement of minority faculty, the Office of the Dean of the Faculty will assess the success of these initiatives (e.g., Mellon Gateway and Presidential Postdoctoral Fellowships) since the launch of the DIAP. *(Implemented)*

The Presidential Postdoctoral Fellowship was launched in 2015 and is designed to recruit a diverse cohort of promising Ph.D. graduates to spend up to two years at Brown University. Since its inception in 2015, 36 participants have completed the fellowship. Of the 36, 16 (44.4%) identified as Black or African American, of whom six are currently faculty members at Brown.

5. The Office of the Dean of the Faculty will work with OIED to continue to implement DEI training for the Tenure, Promotions and Appointments Committee (TPAC) in advance of faculty reviews. *(Incorporated)*

TPAC participates annually in training on bias in faculty evaluations, and OIED will continue to work with the Office of the Dean of the Faculty to identify tools and resources to support this work.

6. The Office of the Dean of the Faculty will further define and continue to pursue cluster hiring opportunities, especially for candidates with multidisciplinary research interests. *(In Progress)*

The University has continued cluster hire strategies for recruiting faculty to support DIAP goals of increasing the representation of both women in STEM and HUG faculty across the University, and supporting a diverse student body, as reported in the most recent DDIAPs submitted by the Deputy Provost and Dean of the Faculty. In AY 2021-22, Brown ran a search focused on diversity in the physical sciences. That search made offers to seven candidates across a range of fields, and resulted in the hiring of four faculty. Also in AY 2021-22, Brown conducted a search focused on scholarship about race in the social sciences. That search resulted in three offers and one hire.

7. Since the launch of the DIAP, 32% of HUG faculty hires were the result of Brown's target of opportunity program. The senior academic deans will continue this program in Phase II. *(In Progress)*

As reported by the Deputy Provost and Dean of the Faculty, Brown has continued to hire faculty outside of regular searches to take advantage of opportunities when a faculty member is interested in Brown and would be a transformative hire. Many of the faculty hired in this way, through the target of opportunity program, have been members of HUGs and women in STEM. With widespread education around recruiting diverse pools and minimizing implicit bias in the search process, Brown is working toward searches that will produce a faculty that is increasingly more diverse.

8. The Provost's Visiting Professors Program launched in fall 2016 with three inaugural visiting professors who had appointments in several academic departments. The Office of the Provost will continue to support this program. *(Redirected)*

Though initially identified in DIAP Phase II as being part of a continuing action, the Provost's Visiting Professors Program was suspended during the height of the COVID-19 pandemic and was not reactivated. Funding for that program was repurposed to support the Provost's STEM Postdoctoral Fellowships for Diversity, Inclusion and Impact.

Academic Excellence

DIAP Phase II: New Action

The Brown University Library will establish and maintain a comprehensive set of resources that synthesize DEI research broadly to inform related teaching, research and learning across the University. *(Implemented)*

The Library created the [Racial Justice Resource Center](#) to address the crisis of structural racism, bias and violence against people of color, and particularly Black and African Americans. Located in the John D. Rockefeller Library, the center will serve as a hub for the study and research of the history of racism and racial justice in the U.S. and globally.

DIAP Phase II: Continuing Action

The Office of the Provost and the Office of the Dean of the Faculty have collaborated to support programs and initiatives at research centers focused on race, ethnicity and immigration (e.g., Center for the Study of Race and Ethnicity in America and the Ruth J. Simmons Center for the Study of Slavery and Justice). These centers will continue to be supported in Phase II, including an enhanced focus on fundraising in these areas. *(Incorporated)*

Numerous new and ongoing initiatives were supported by the Office of the Provost and Office of the Dean of the Faculty in multiple research centers, as indicated in the [CSSJ Annual Report](#) and the [CSREA Annual Report](#).

Curriculum

DIAP Phase II: New Actions

1. The College will assess engagement with DEI topical areas (i.e., race, gender, inequality) based on the number of courses, number of enrollments, number and demographic breakdown of instructors and percentage of departments offering courses addressing these topics. This information will be used to inform reviews of concentration and curricular support for DIAP courses. (In Progress)

The College is working to increase the collection and reporting of data to adequately inform progress on this action.

2. Participation in scholarly discourse is a critical component of the graduate student curriculum. The Graduate School, in partnership with other academic deans, will increase engagement with DEI topical areas within graduate programs and the University at large (e.g., visiting lectures, graduate colloquia, panels, etc.). (Implemented)

Each of the schools that submitted DDIAP reports indicated they have held DEI-focused programming including lectures, graduate colloquia and panel discussions. In addition, the Graduate School is reviewing ways to enhance the professional development of all graduate students, across disciplines, to engage with and articulate their engagement with questions of diversity. For example, the school is exploring partnerships with the Sheridan Center for Teaching and Learning to ensure that programming such as inclusive pedagogy is accessible to all graduate students and to create new programming, such as workshops on writing diversity statements.

DIAP Phase II: Continuing Action

The College recognizes the impact of experiential learning opportunities on an undergraduate student's academic success. In DIAP Phase II, support for experiential learning opportunities including research, internships, fellowships and community engagement will be expanded. (Implemented)

In the most recent DDIAPs, two initiatives were described that speak to this continuing action:

BE³ Brown | [Brown Experiential Education \(BEE\)](#)

BE³ Brown is a semester-long experiential learning program combining a 12- to 14-week internship and coursework for the fall semester. Students have the opportunity to gain direct experience in a dynamic field, maintain full-time academic status and collaborate with fellow Brown students in small cohorts in four locations (Boston, Los Angeles, Berlin, Germany, or Dublin, Ireland) or independently based on their internship locations.

[SPRINT Summer Program](#) | *Center for Career Exploration*

In the past few years, the College (inclusive of the career center formerly known as CareerLAB and since relaunched as the Center for Career Exploration) implemented various structural reforms to increase the visibility and accessibility of Brown-funded experiential learning opportunities (fellowships, internships and research) for undergraduates. The College gathered all opportunities to create SPRINT (Summer and Semester Projects for Research, Internship and Teaching) Awards, a family of programs that support experiential learning by providing students with access to funding and opportunities both on campus and around the world. The SPRINT program includes support for domestic and international internship programs in select fields; research and curricular development opportunities at Brown through the Undergraduate Teaching and Research Awards (UTRA) program; and unpaid and low-paid internships through the LINK program.

Community

DIAP Phase II: New Actions

1. The Graduate School and the Division of Campus Life will establish a strategic, collaborative effort to provide administrative support and resources for HUG graduate student initiatives and programming. (In Progress)

An assistant director was hired in the Brown Center for Students of Color (BCSC) to lead initiatives that build a sense of community and belonging for graduate students of color.

2. Brown's Office of Government and Community Relations (OGCR) will develop standard practices for listening to and engaging with the Providence and Rhode Island communities, as well as improve mechanisms to track and report on Brown's contributions to both. (In Progress)

OGCR continued to convene the Community Engagement Working Group through 2022 and is currently working to improve mechanisms to track and report on Brown's contributions to Providence and Rhode Island.

3. The Division of Biology and Medicine will establish increased administrative support and resources for HUG medical students and staff initiatives in support of this goal. (In Progress)

The Warren Alpert Medical School has appointed several new administrative positions to assist with sustaining initiatives for medical students and staff, including a Senior Associate Dean for Diversity, Equity and Inclusion; a Chief Wellness Officer; an Assistant Dean for Curriculum on Diversity, Inclusive Teaching and Learning; and an Assistant Dean for Student Affairs (Learning Environment).

4. The Brown University Community Council will convene facilitated conversations to engage students, faculty and staff in identifying ways to improve Brown's approach to ensuring the safety and security of our community, including a reimagining of the Department of Public Safety (DPS). (In Progress)

As reported in the DPS DDIAP, the Vice President for Public Safety and Emergency Management along with the DPS Director of Advocacy, Engagement and Communications held a listening tour in which they engaged with more than 40 departments, student groups, working groups and others at various events. They met with all of the identity centers on campus, including the BCSC, LGBTQ Center, Sarah Doyle Center for Women and Gender, Global Brown Center and Undergraduate, First-Generation and Low-Income (U-FLi) Student Center to establish a line of communication, initiate opportunities for programming and discuss prevalent issues facing those specific communities. Launched in collaboration with the Division of Campus Life, the new Campus Safety Working Group is leading an ongoing discussion with stakeholders of how Brown can improve its approach to ensuring safety in ways that enhance belonging and well-being for all members of the community.

5. The Native American and Indigenous Studies Initiative will work with campus leaders on developing a process to establish a University procedure and guidance for appropriate and historically accurate land acknowledgments. (Implemented)

In 2022, Brown established an official land acknowledgement as well as a commitment to advancing broader education and meaningful engagement with Indigenous peoples.

6. The Office of Information Technology (formerly Computing and Information Systems) and the Office of University Communications (OUC) will lead efforts to provide technology solutions, support and training to systematically address web and digital accessibility challenges to ensure an equitable experience for individuals with disabilities across all major web and technology platforms and experiences. (Incorporated)

The OUC Creative Services team presented to the full division on best practices for accessibility in design, aligning with both the web and marketing strategies. In addition, they implemented a project checklist that includes three levels of accessibility review prior to production. The team has also focused on making design more accessible, including creating more mobile-friendly PDFs and ensuring the readability of email templates — both in design, but also to account for dark/light mode viewing. OUC's Web and Digital team regularly works to educate and guide the campus about web accessibility through presentations, training and documentation, email and one-on-one conversations.

7. Strategic Purchasing, Contracts and Insurance will develop and implement a plan to create a baseline for tracking and increasing the number of minority- and women-owned business suppliers and vendors registered to do business with Brown, and seek to increase total University expenditures with minority- and women-owned business suppliers and vendors. (In Progress)

Members of the Procurement team have created a task force to identify and increase the number of minority- and women-owned business suppliers and are working in conjunction with the Director of Community Relations and OIED to learn about best practices to develop a supplier diversity strategic plan.

DIAP Phase II: Continuing Actions

1. OUC will develop new ways to feature the findings of the Slavery and Justice Report on the University website.
(Implemented)

In 2021, a second edition of the Slavery and Justice report was published in both print and digital formats and was widely publicized through a series of events on campus and featured in the Brown Alumni Magazine.

2. Counseling and Psychological Services (CAPS) will continue to provide adequate levels of culturally competent, licensed and confidential counseling services. *(Implemented)*

CAPS has hired clinical staff with increased expertise related to immigrant students and students from immigrant families; students of color; LGBTQ students, especially LGBTQ students of color; and students who are survivors of gender-based violence. Since this goal was first outlined in the 2016 DIAP and identified as a continuing goal in Phase II, CAPS has exceeded expectations, being recognized with a DIAP Community Award in 2020.

3. An academic advising dean in the College dedicated to working with and supporting students with high demonstrated financial need will continue to support the critical living and learning expenses for low-income students.
(Implemented)

To best sustain this effort, this position was permanently endowed through the creation of the Stamen Arrillaga Family Associate Dean of the College for Financial Advising.

4. The Office of Alumni Relations will collaborate with the Center for Career Exploration (formerly CareerLAB) and the Division of Campus Life to develop and support additional mentoring programs to connect Brown alumni to undergraduates from HUGs. *(In Progress)*

Advising and mentoring programs launched in response to this action include the following:

BrownConnect Summer Mentoring

This new summer mentoring program launched with 47 alumni mentors and 170 student mentees and was founded in partnership with the Inman Page Black Alumni Council for mentor recruiting, resulting in strong representation of Black and HUG alumni mentors and students.

CareerPALS Advising Program

The career center initiated a matched advising program for more than 200 second-year students with more than 25 peer career advisors to provide increased access to career advising resources. In this program, there was also strong representation of HUG student advisees.

Knowledge

DIAP Phase II: New Actions

1. OIED will partner with the Office of Institutional Research to establish a University-level commitment to disaggregate data by race and gender whenever possible and convene a working group to design and implement a plan to seek data collection on religion, sexual orientation, disability and gender identity while maintaining privacy and confidentiality. *(Implemented)*

In 2022, OIED hired a data analyst who frequently collaborates with the Office of Institutional Research.

2. OIED will increase its capacity to analyze and use data to inform recommendations to improve diversity, inclusion and climate on campus. *(In Progress)*

The OIED data analyst collaborated with the Office of Institutional Research to publish results of the 2023 Campus Climate Survey on the office website.

3. To facilitate access to professional development opportunities that expand knowledge on topics related to DEI, OIED, in partnership with UHR Talent Development and the student identity centers in Campus Life, will create a database of internal and external professional development and learning resources related to these topics. (In Progress)

Currently, OIED and Talent Development provide DEI professional development opportunities to the Brown community. Personnel will collaborate to create a database of internal and external professional development and learning resources.

DIAP Phase II: Continuing Actions

1. OIED will continue to oversee the University-wide Campus Climate Survey on a recommended three-year interval, or as needed. (Incorporated)

In Spring 2023, the Campus Climate Survey was administered as a campus-wide study of community members' perceptions of and experiences with belonging and inclusion in their living, learning and working environments at Brown. OIED and the Office of Institutional Research worked with Gallup, a nationally recognized independent consulting firm, to confidentially administer the survey to all community members. In Fall 2023, OIED released to the campus community a dashboard of major survey results from Brown's Campus Climate Survey. In April 2024, OIED collaborated with Institutional Research to administer a brief follow-up to the 2023 survey. All undergraduate, graduate and medical students were surveyed on aspects of their sense of belonging on campus and their experiences with bias and harassment. The results of the survey will be used to further Brown's efforts to strengthen our community amid global and national conflict; campus leaders will engage with the feedback provided in the survey to better understand how Brown can continue cultivating an environment where everyone is valued, welcomed and can thrive.

2. OIED will continue to develop and run professional development workshops on race; national origin, including shared ancestry; sex and gender; sexual orientation; and gender identity. (Incorporated)

OIED has developed a professional development experience that leads community members through an exploration of the lived experiences of historically marginalized groups (i.e., issues relating to race, cultural and linguistic diversity, shared ancestry, gender, sexual orientation, disability, socioeconomic status, equity and inclusion). These sessions are offered through OIED's Workshop Wednesday series and to individual departments upon request.

Accountability

DIAP Phase II: New Actions

1. DDIAPs are in place to ensure that each department is working toward the shared goals of the DIAP. To guide the development and assessment of these plans, OIED will create DIAP rubrics for administrative and academic departments. (Incorporated)

The OIED announced the release of the 2022 DIAP Phase II Assessment Rubric in September 2022. This rubric was used to evaluate the DDIAPs reflected in this report but has since been retired and replaced with a new rubric for evaluation of future departmental reports.

2. To standardize criteria, UHR will incorporate language in job descriptions requiring applicants to demonstrate some level of relevant experience and/or commitment to the University's strategic priorities on DEI. The Office of the Dean of the Faculty has already begun work in this area. An evaluation of these criteria will be incorporated into the entire candidate search process for both faculty and staff. (In Progress)

According to the UHR DDIAP report, all job descriptions now indicate that applicants should have experience with or a commitment to working within a diverse community.

3. Faculty represent one of the most consistent segments of the Brown community. Faculty members' commitment to diversity and inclusion goals within their department ensure that these initiatives will continue to be carried forward. To encourage this commitment, the academic deans will incorporate contributions to diversity and inclusion goals in faculty activity reports and annual reappointment reviews. (In Progress)

Academic deans have described incorporating assessing DEI education attendance, inclusive pedagogy and other metrics

into their faculty activities. In addition, UHR has mandated that all employee performance appraisals include the competency “Commitment to/Demonstration of Inclusion and Welcoming Behavior in the Community,” which includes the following:

- creates a welcoming learning and working environment with productive and positive workplace relationships;
- builds and supports a diverse and inclusive community by demonstrating respect in the workplace;
- proactively identifies opportunities to increase awareness and hold self and others accountable for acting in a way which breaks down barriers between groups of difference; and
- creates an inclusive climate that accepts and welcomes diversity.

4. To ensure that members of the community are well versed in the current University policies aligned with DEI standards, OIED will collaborate with UHR, Campus Life and academic deans to embed education and training on nondiscrimination and anti-harassment, Title IX, Title VI and bias policies into orientation and training for leadership roles held by students, faculty and staff. (Incorporated)

The Title IX and Gender Equity Office continually hosts sessions to increase awareness of the conduct prohibited by its policies and the procedures used to resolve complaints. For this reporting cycle (AY 2021-22), the Title IX and Gender Equity Office facilitated 27 training sessions and workshops reaching approximately 1,500 faculty, staff and student participants.

DIAP Phase II: Continuing Actions

1. A key feature of the DIAP is the requirement of each department to develop and report progress on their own action plans. In Phase II, departments will be encouraged to assess their progress and continue, as well as develop new, transformative and culture-changing goals in consultation with OIED. (Incorporated)

OIED along with select colleagues from across the University reviewed 84 units’ DDIAP reports for the AY 2021-22 reporting cycle (64 academic, 20 administrative). Feedback was provided to each submitting unit through the DDIAP Response Letter. The feedback provided in the letters was intended to serve as a framework for discussion as units explore next steps in their DDIAPs in pursuit of University goals.

2. As a part of DIAP Phase II, the governance structure and oversight of the DIAP was revised to accurately reflect the roles of the Diversity and Inclusion Oversight Board, Diversity Steering Committee and Corporation Committee on Equity, Diversity and Inclusion. These groups will provide continuous oversight of the DIAP and DIAP Phase II, while OIED will oversee implementation. (Incorporated)

Governance and oversight of the DIAP continues to be a strategic priority and occurs through collaboration among these entities. This process is most evidenced through the drafting of this report on progress made toward institutional goals.

REVIEW OF DEPARTMENTAL DIAPS

Themes Emerging from DDIAP Review Process

A total of 132 academic and administrative units were included in the DDIAP review: 107 academic and 25 administrative (defined in Appendix B). As noted earlier, 84 (64%) submitted DDIAP reports for review. Ninety-eight percent of submitted DDIAPs identified the People priority area as a focus and discussed current demographics of their faculty, staff and/or learner populations; recent hires; and innovations in recruitment and selection processes, as well as retention efforts. Similarly, 91% of submitted DDIAPS noted efforts in the Community priority area, focusing on improving the climate and culture within and across units. Eighty-two percent of units shared activities related to the Knowledge priority area, while Academic Excellence and Curriculum each were mentioned by 77% of reporting units, with academic units focusing on these areas more (86% and 92%, respectively) than administrative (50% and 30%, respectively). Only two-thirds of all units (68%) reported on Accountability.

Sixty-three percent (84) of reporting units’ DDIAP activities were rated at Impact Level II: Demonstrated Action (according to the established rubric; see Appendix C), and the remaining 37% were rated at an Impact Level III: Sustained Action, with roughly the same percentage of academic and administrative units rated at each level (41 and 23 for academic and 12 and

eight for administrative, respectively). Although none of reporting units' DDIAP activities was rated at an overall Impact Level IV: Transformative Action, some units displayed transformative actions in one or more of the six priority areas.

Discussion of Findings by Priority Area

In an effort to fully evaluate Brown's progress in meeting its DIAP and DIAP Phase II goals, the DDIAP review committee has outlined key findings from the most recent departmental reports in each of the six DIAP priority areas (People, Academic Excellence, Curriculum, Community, Knowledge and Accountability), highlighting examples of exemplary or transformative actions and presenting general recommendations.

People

Integral to strengthening Brown's mission of education, research and service, the People priority area in Phase II includes actions that will increase representation, retention and success among groups that have been historically underrepresented in higher education, including students and employees, as well as women faculty in STEM.

Nearly all reporting units (97%) submitted documentation of actions in this priority area. Through a comprehensive analysis, the DDIAP review committee determined the impact level of those DEI efforts across the institution to be Impact Level II, III or IV, as defined in Appendix C.

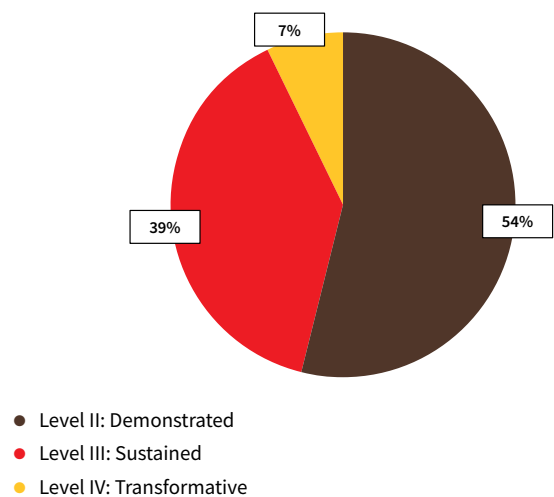
Examples of Impact

Many, if not all, of the units reported actions related to recruiting and retaining HUG-identified faculty, staff and students. Chart 1 shows that among the total number of units submitting actions for this priority area, six (7%) of them were rated at Level IV. Transformative actions in this area led to the critical examination of relevant policies, practices and procedures. Several noteworthy actions were documented that meet this mark. For instance, the **Annenberg Institute** created a cross-unit human resources committee that developed and refined tools for use by hiring managers for inclusive, efficient and effective recruitment, hiring and selection processes. The cross-unit committee interrogated all recruitment, hiring and selection processes through a DEI lens and created a toolkit that is now an integral component of their hiring process.

Comparatively, the **Department of Earth, Environment and Planetary Sciences (DEEPS)** made critical changes to its recruitment processes for students and faculty, which included the establishment of holistic review rubrics in graduate student admissions and faculty hiring, an independent graduate admissions committee and adjustments to graduate admissions and faculty application processes to consider diversity-related experience. These changes appear to have had positive impacts on both faculty hiring and graduate student enrollment. Regarding faculty, the DEEPS report revealed that, of the seven new faculty hired, four were women and two were from HUGs. This resulted in a 10% increase of women faculty and the number of HUG faculty being doubled. For graduate students, the department has experienced consistent growth of the population of women and HUG students over the last five years. This was evidenced by growing from 50% women and 3% HUG in 2017 to 60% women and 19.6% HUG in 2022.

Furthermore, the **Department of Neuroscience** recognized that many of the metrics of success used are influenced by gender and racial bias, so the department continued efforts to update departmental standards and criteria for promotion to ensure that they reflect a value on and expectation of faculty contributions to increasing DEI in neuroscience programming and research. Moreover, the department provided to admission committee members resources for inclusive evaluation of candidates for graduate study that led to a change in the interview process. Their report noted that this update resulted in a nearly 50% increase in HUG student participation.

Chart 1
People Priority Area:
Total Units (n=82)



Other reported actions outlined in the DDIAPs were specific to inclusive recruitment and/or selection processes. These included incorporating bias review training, changing recruitment language to be less gendered and diversifying search committees. In some cases, these and other efforts served to increase opportunities to hire HUG-identified staff and faculty. In addition, some units created new faculty or staff positions that focus on diversity-related issues. For instance, **Department of History** faculty voted to create a new faculty position — the Director for Diversity, Equity and Inclusion — formalizing the department’s more ad hoc position of DIAP officer, which had emerged in recent years. This new faculty member also chairs the department’s DEI advisory council. Similarly, **Brown University Library** reported creating several new DEI-advancing positions. These positions include a Director of Library DEI, a Head of Library Community Engagement, a Curator of the Black Diaspora and a Coordinating Curator for National American and Indigenous Materials.

Opportunities for Growth

Some units noted field- or department-specific challenges in attracting diverse candidates or increasing their HUG- or female-identifying faculty. Departments experiencing challenges related to their recruitment efforts are encouraged to consult with the Office of General Counsel, OIED, Office of College Admission and the Graduate School for guidance and support.

Finally, several units described the progress they’ve made recruiting HUG faculty, staff or students but underscored challenges in retaining faculty or graduate students of color or “losing them to peer institutions.” One way to increase retention is to develop pathways for HUG and women scholars for career advancement through leadership and professional development. A high-impact practice is developing mentorship initiatives that, while open to all scholars, have a focus on issues related to diversity.

Academic Excellence

The Academic Excellence priority area in Phase II includes actions that will increase opportunities for and production of scholarship and research on issues of equity, justice, power and privilege, impacting historically underrepresented people and communities locally, nationally and globally.

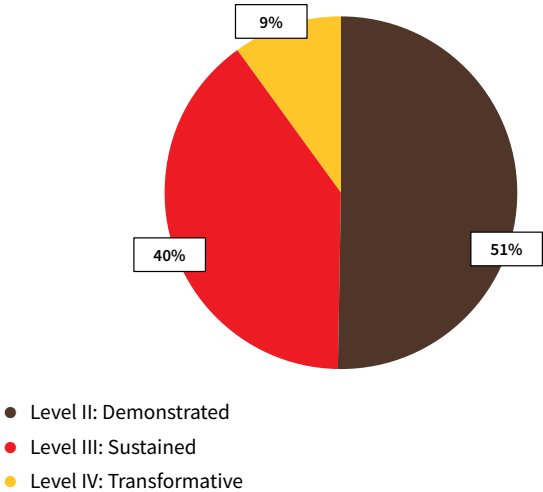
Sixty-three of the 84 reporting units (75%) submitted documentation of their actions for this priority area in their reports. Through a comprehensive analysis, and application of the rubric, the DDIAP review committee determined the impact level of those DEI efforts across the institution to be Level II, III or IV.

Examples of Impact

The majority (54, or 84%) of academic units included actions related to this priority area, while half of the administrative units included this priority. Chart 2 shows the percentages and rated level for each of the 63 units that did include actions; 49% of units were rated above Level II: Demonstrated Action. All of those that were rated at Level IV: Transformative Action were academic units, and five of the six were centers or institutes. This may be attributed to the general understanding that the work of academic units most consistently intersects and aligns with the actions outlined in the DIAP Phase II for this priority; the sustained commitment to reaching the highest standards of research and teaching is led by faculty and most effectively achieved when they are supported. The **Office of the Provost** and the **Office of the Dean of the Faculty** have focused their collaborative efforts on supporting programs and initiatives at research centers focused on race, ethnicity and immigration. Such collaboration is in alignment with the finding that five centers or institutes rated above a Demonstrated Action level. Each of these units tended to have as a function of their work the mission of bringing together scholars from across disciplines or departments.

This is evidenced by the actions of two of the centers that rated at Level IV: the **Ruth J. Simmons Center for the Study of Slavery and Justice** (Simmons Center) and the **Center for the Study of Race and Ethnicity in America** (CSREA). With

Chart 2
**Academic Excellence Priority Area:
Total Units (n=63)**



their primary focus on the assembling of interdisciplinary scholars and practitioners for the purpose of examining issues related to race, ethnicity and social justice, these centers documented a commitment to advancing more equitable policies, practices and procedures. For example, CSREA awarded two Course Innovation Grants, which support Brown faculty with funding to develop, redesign or refocus existing courses to more centrally include or update topics of race, ethnicity and indigeneity. Additionally, two of the actions reported by the Simmons Center included 1) creating research clusters on human trafficking; race, medicine and social justice; and historical injustice and democracy; all of which hosted events related to respective topics, and 2) applying a \$1.25 million grant from the Abrams Foundation to supporting a global oral history project titled “Unfinished Conversations” to provide a platform for narratives related to racialized slavery across the world and connections to colonialism.

Transformative actions in the Academic Excellence priority area also were evidenced through efforts outlined in the report submitted by the **Library**. With a commitment to fueling discovery and high-impact scholarship, the Library instituted several impactful initiatives that included 1) creating new collection policies and strategies, updated descriptions and new digital publishing platforms that have increased its ability to assist in the development and distribution of new scholarship and research on equity, justice and belonging; 2) assisting 15 scholars from underfunded institutions, 60% of whom represented historically Black colleges and universities (HBCUs), in moving their research projects closer toward publications through funding from the National Endowment for the Humanities Digital Publications Institute; and 3) creating a Racial Justice Resource Center to serve as a hub for the study and research of the history of racism and racial justice in the U.S. and globally. Similarly, the **Annenberg Institute** reported on the culture-changing actions it was able to accomplish through two of its largest research-practice partnerships. These actions included 1) working with the National Student Support Accelerator to create an equity committee that focuses on interpersonal, intra-organizational and inter-organizational issues of equity, in addition to equitable engagement with all stakeholders, and 2) working with the Research Partnership for Professional Learning to host a series of webinars on DEI topics. These webinars were open to practitioners in the field, and the recordings are hosted on the websites for ongoing use.

In addition to this work, some academic units reported noteworthy actions related to Academic Excellence, such as research symposia, mentorship opportunities for graduate students and junior faculty and funding for graduate students to attend race- or justice-related conferences within their respective fields. For instance, the **Department of Hispanic Studies** collaborated with the **Center for Latin American and Caribbean Studies** to organize a film series and related roundtables on the topic of “Defiant Memory, Enduring Voices: Transitional Justice in Latin America.” The series also had support from **Cogut Center’s** Humanities Initiative Programming Fund and the C.V. Starr Foundation Lectureship Fund. Many other units reported having several faculty and graduate scholars engaged in DEI-related research and scholarship.

Opportunities for Growth

The examples of impact-focused actions referenced throughout this section, along with ongoing professional development opportunities for faculty and graduate students and support for faculty to incorporate DEI frameworks into their research and teaching, are important to continued progress in this priority area. This support could take the form of purposeful mentorship, allocation of resources and funding to support faculty and graduate students engaged in such research, including research grants, travel funding and funding for community engagement initiatives.

Curriculum

The Curriculum priority area in Phase II includes actions that will increase opportunities for members of the Brown community to engage with issues of diversity, equity and inclusion throughout the curriculum.

For this priority area, 63 (75%) of the 84 reporting units submitted documentation of their actions in their reports. Through a comprehensive analysis, the DDIAP review committee determined the impact level of those DEI efforts across the institution to be Level II, III or IV (Chart 3).

Examples of Impact

The majority of administrative units did not submit actions in this category. Of the administrative units that did include items, they are largely involved in student-oriented support services. In addition, the two academic units that have administrative oversight in related academic departments — the College and Graduate School — were also rated above Level II, with the former at a Transformative level (Level IV). The remainder of units rated at the Transformative level are centers/institutes focused on social sciences, such as the **Cogut Institute**, which made a significant investment in interdisciplinary course development through the Collaborative Humanities Course Award, including a recommendation during the process of syllabus review for faculty to include a diversity statement. Moreover, the institute reported making a commitment to

sponsor a pilot program on disability studies during AY 2022-23. Other centers/institutes have created opportunities for faculty development in inclusive pedagogy.

The majority of units submitting actions in this priority area that rated above Level II are in the social sciences and humanities fields, which lend themselves to curricular offerings that explore issues of diversity, difference and social justice. Notable exceptions include the **Department of Molecular Biology, Cell Biology and Biochemistry** in the life/medical sciences field, which conducted equity audits on large-enrollment courses to incorporate DEI content and revised syllabi in two core courses to incorporate DEI content. Similarly, the **Department of Computer Science** provides summer research opportunities for students to explore diversity within the physical sciences through a joint proposal with The Leadership Alliance.

The **College Curriculum Council (CCC)** adopted the “Race, Power and Privilege” (RPP) curricular program, which is a narrower and more explicit curricular approach to supporting student learning about racism, racial inequities and systems of power and privilege than was previously instituted. Additionally, the College made revisions to Brown’s published Liberal Learning Goals. Taken together, these curricular changes place emphasis on exploring hierarchies of power, understanding categories of differentiation and analyzing the ways in which these hierarchies shape human behavior. Many of the academic units offered at least one RPP-designated course, some of which were incorporated into concentration requirements or development of curriculum paths that students could explore.

Units across the University offer a number of resources to assist in this effort. The **Sheridan Center for Teaching and Learning’s** Seminar for Transformation Around Anti-Racist Teaching (START) and other similarly designed opportunities across campus are good examples of campus support. In its report, **DEEPS** discussed how the department supported a team of students and faculty who participated in START on behalf of the unit. DEEPS reported that it maintains a departmental curriculum committee that conducts DEI audits on new course proposals and syllabi to ensure there are clear diversity and inclusion statements.

Opportunities for Growth

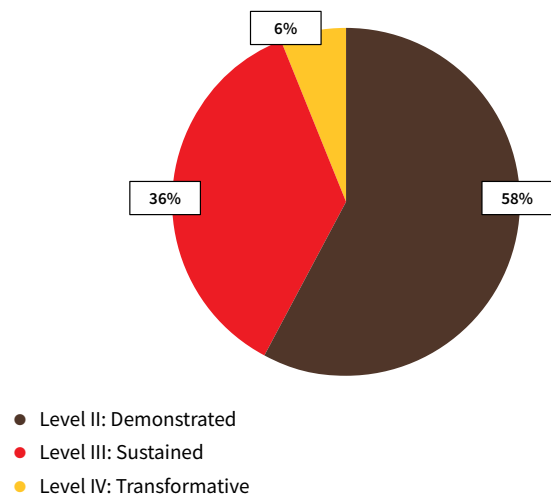
Review of actions taken toward the Curriculum priority reveals the vast array of efforts that have been undertaken to increase opportunities for faculty and students to engage with DEI issues throughout the curriculum. For both coursework and DEI events, workshops and lectures that enhance the curricular offerings, it could be useful to collect enrollment data and evaluate initiatives by both process (how many attended) and outcome measures (satisfaction, qualitative data on how to improve future offerings). For RPP-designated courses, collection of data on enrollment and student experiences in these courses, particularly related to their knowledge and dispositions toward racial inequity and power and privilege, will be important to determining impact through the years. This kind of information could provide more context on the many innovative curricular development and evaluation processes provided through the various departments, centers and institutes.

Community

The Community priority area in Phase II includes actions that will improve the climate and culture within and across departments and increase relational and transformational forms of engagement with the Rhode Island community.

As was the case in the People priority area, most units (90%, or 76 out of 84) included actions related to Community. Of the eight units that did not, two were administrative (operations) and the other six were academic departments. Through a comprehensive analysis, the DDIAP review committee determined the impact level of those DEI efforts across the institution to be Level II, III or IV (Chart 4).

Chart 3
**Curriculum Priority Area:
Total Units (n=84)**



Examples of Impact

Of those that reported actions in this area, only one unit, the **Office of University Communications (OUC)**, rose to the level of Transformative, largely due to its many collaborations with various Brown departments and efforts to improve relationships and increase media coverage of Brown’s impact on the Providence community. This includes co-leading an initiative to ensure that the University’s commitment to positive and productive engagement with Providence and Rhode Island communities is well known across campus, local neighborhoods and the state, as well as hiring a full-time media relations expert whose focus is increasing media coverage of Brown’s impact on the Providence community.

Of the other units with actions rated above Level II, a little less than half of the 58 academic units (26, or 44.8%) that included Community actions in their reports were rated at Sustained, which includes four of Brown’s five schools and two-thirds of its centers and institutes (12 out of 18), as well as less than a third (28.6%) of departments (10 out of 35). Given this low number of departments that are rated above Level II, OIED questions the extent to which this level of performance in one office (OUC) has had an impact on other areas of climate internal to the Brown community.

In addition to fostering community within and across departments at Brown, one pillar of the Community priority area is the extent to which units engage with the Providence and greater Rhode Island communities. Actions at the Transformative level that aligned with this pillar were reported by the **Simmons Center**, which was awarded a \$4.9 million grant from the Mellon Foundation that provided for an expansion of work focusing on the entwined histories of African, African American, Afro-Indigenous and Indigenous communities in New England. This funding allowed for the financial support of a two-year visiting assistant professor whose work focused on Afro-Indigenous histories in Rhode Island and the hiring of two “Reimagining New England Histories” community fellows to conduct research about Indigenous communities and build relationships with local tribal communities in the area. Additionally, the center hosted a conference on reparations titled “History, Justice, and Repair,” involving the Providence Municipal Reparations Commission.

Many of the administrative units that had a Level III: Sustained rating showed a clear commitment to engaging with the Rhode Island community by providing services or outreach, such as the **Division of Pre-College and Undergraduate Programs**, which continued to partner with over 50 organizations and schools. Among these partnerships is an established relationship with the Providence Public School District (PPSD) and the Sibley Scholarship, which provides need-based financial assistance to PPSD students who may not otherwise be able to afford to attend Pre-College. Along with full scholarships, students receive dedicated in-program support services provided by Brown Pre-College diversity, equity, inclusion and access administrators. In Summer 2022, 60% of Sibley awards were provided to students from HUG backgrounds. During that term, a total of 248 Partner Scholars enrolled in Brown Pre-College, and 75% were HUG students.

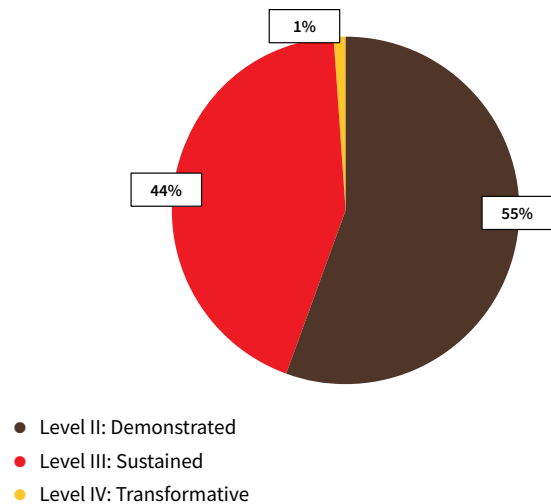
Academic units most often engaged with Providence communities through outreach to local high schools, such as STEM Day, organized by the **Department of Chemistry**. The impact of these events fosters community connections and can create pathways for recruitment of HUG and first-generation students as well as students from under-resourced communities to our undergraduate programs.

Opportunities for Growth

Although some departments reported actions that foster community, such as mentorship programming or sponsoring department-wide training on inclusive practices, many departments only collected information about climate concerns through surveys, anonymous reporting and community conversations. While this is a necessary first step, few reports included a description of metrics and other forms of evidence used to determine the impact of departmental DEI efforts and initiatives.

Eight administrative units and 41 academic departments indicated having an active DIAP committee. These committees

Chart 4
Community Priority Area:
Total Units (n=58)



could be essential in helping to advance DEI work and fostering equitable and inclusive environments within units. Other units reported they had created or were in the process of creating DEI-specific roles for existing faculty and/or new, fully DEI-related positions such as those discussed in the People priority area section of this report. While these positions support the goals of Brown's DIAP, a committee of multiple people can uniquely increase departmental accountability and ensure that DEI is maintained as a strategic priority. Departmental work related to DEI becomes a shared value and extends beyond a single department member.

Knowledge

The Knowledge priority area in Phase II includes actions that will increase the collection and reporting of data to inform progress on DIAP priority areas and increase learning opportunities for faculty and staff.

For this priority area, 67 of the reporting units submitted documentation of their actions in their reports. Through a comprehensive analysis, the DDIAP review committee determined the impact level of those DEI efforts across the institution to be Level II, III or IV.

Examples of Impact

As Chart 5 shows, 29% of all units submitting actions in the Knowledge priority area were rated above Level II. All of those units that were rated at Level IV were academic units. One was the **Department of Computer Science** and the other was the **Sheridan Center**. The former engages in rigorous DEI training for more than 400 teaching assistants every semester, and the latter has created specific metrics for each of its DEI-related goals. Moreover, the Sheridan Center systematically collects evaluation data and makes findings publicly available on its website.

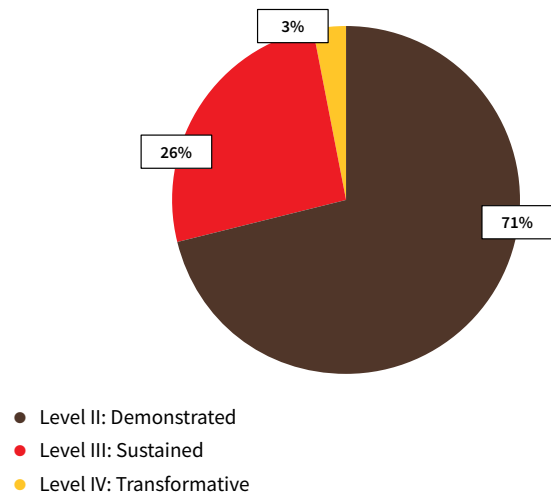
Units rated at Level III engaged in DEI training, workshops and facilitated conversations with faculty, staff and students; created stronger, more precise metrics to collect data about DEI climate, activities and the demographic composition of stakeholders; or reported both of these types of actions.

Twenty-six percent of the units (14 academic and three administrative) that included action items under the Knowledge priority area indicated that they collected climate data through an internal survey, external review, exit interviews for their graduate students or concentrators or faculty experience surveys. These intentional efforts undertaken to collect data on climate are seen as an important component to this progress. This is based on the understanding that the collection of quality data best positions units to identify opportunities for improvement in facilitating access to professional development offerings that expand knowledge on DEI topics.

Of the 26% of units reporting data collection processes, many also reported how these data are being used to reveal climate issues. A notable example of this was how the **Department of Education** reported having created a comprehensive survey to gain a deeper sense of inclusion among students at both the graduate and undergraduate levels. Similarly, the **School of Public Health (SPH)** engaged Advancing Health Equity (AHE), an external diversity consulting group, to assess culture and practices related to DEI and anti-racism. As was the case for the education department, results from SPH's work with AHE informed the school's strategic planning around DEI, helping SPH set priorities for DIAP goals.

The collection and reporting of data are critical for identifying areas of improvement and facilitating access to professional development opportunities that expand knowledge on DEI topics. Some units discussed ways that the data collected were used (or will be used) to develop strategic goals around community building. An example of actions that increase the collection and reporting of data to inform learning opportunities for faculty and staff in this way is found in the report submitted by the **School of Professional Studies (SPS)**. SPS conducted a climate survey for staff that included several DEI-related questions. Based on the responses, the school committed to focusing efforts on 1) improving outreach efforts to attract a more diverse workforce; 2) organizing quarterly professional development sessions for staff focused on a variety

Chart 5
**Knowledge Priority Area:
Total Units (n=84)**



of DEI-related topics; and 3) increased intentionality around community building. To best measure progress on this commitment, SPS articulated a need to collect and analyze data utilizing surveys to students, staff and executive education program alumni, as well as the Advisory Council to Eliminate Anti-Black Racism survey. Additionally, SPS plans to collect demographic data through Workday and applicant/admitted student data from Slate.

The process outlined by SPS is important because, when data collection and strategic planning are partnered in this way, access to professional development opportunities that expand knowledge on DEI-related topics are optimized.

Opportunities for Growth

Most of the units (67%) reporting actions in the Knowledge priority area discussed DEI training workshops and educational sessions that engaged faculty, staff and learners. Many departments reported that staff members are encouraged or supported when seeking DEI training and engagement. Those units that engaged in DEI educational opportunities internal to their units are encouraged to explore both quantitative and qualitative methods for gathering information to assess the impact of these educational sessions on their climate.

Accountability

The Accountability priority area in Phase II includes actions that will improve processes to assess DIAP implementation and impact at the university and departmental levels.

Fifty-eight of the reporting units (69%) submitted documentation of Accountability actions in their reports. Through a comprehensive analysis, the DDIAP review committee determined the impact level of those DEI efforts across the institution to be Level II, III or IV.

Examples of Impact

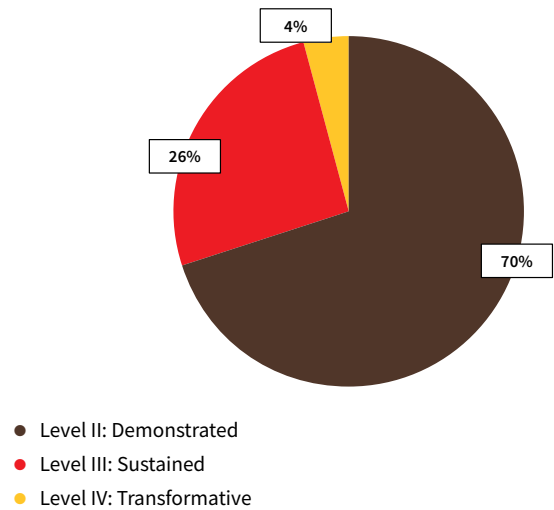
As Chart 6 demonstrates, 30% of the units that reported on the Accountability priority area were rated above Level II; all of those that were rated at Level IV were academic units. Specifically, they were centers in the social sciences field: The **Sheridan Center** and **Swearer Center for Public Service**. The Sheridan Center serves as a model in its collection, synthesis and sharing of activities, programs and initiatives to both internal and external partners. Additionally, the center demonstrates activities around sustained evaluation and reflection through fully established goals and metrics with regards to staff evaluation and annual reviews. The Sheridan Center also has implemented peer review and assessment within hiring procedures, with attention to increasing transparency and utilizing a rubric for selection. The center is also engaging in self-reflective work around its organizational climate and culture.

Similarly, the Swearer Center created a Community Advisory Board to hold the center accountable to its DEI and other goals and created an expectation that all staff have DEI as part of their professional development plans and performance appraisal process.

The majority of reporting units (71%) indicated having a DIAP or DEI-related committee, as recommended in DIAP Phase II. Given that nearly all of the units that were rated above Level II in this priority area reported having an active DIAP or DEI committee, it would appear that these committees are integral components. Such a structure at the departmental level is useful to accountability efforts and contributes to ensuring that DEI is maintained as a strategic priority. An ongoing goal is for departmental DEI work to become a shared value, extending beyond the role and responsibility of a single department member.

While the benefits of maintaining an active DIAP or DEI committee appear to be clear, there were additional approaches to accountability reported by other units. For instance, the **Center for Language Studies** and the **Department of Political Science** reported not having an active committee but discussed embedding oversight and discussion of DEI goals and activities within other governing structures and committees. Some administrative units with smaller teams reported holding themselves accountable to the larger Brown community through transparency in policies and practices or through

Chart 6
Accountability Priority Area:
Total Units (n=57)



community oversight. Still other units reported that they have been in transition for years and planned to create committees in the upcoming year. In addition to DEI committees, several units reported creating DEI-advancing positions or expanding the roles of existing DEI positions for faculty and staff.

One of the emerging themes regarding equity and accountability was a move to create or revise departmental standards and criteria for tenure and promotion, as several academic departments reported. These actions included departments embedding a requirement for or increasing the value placed on DEI-related activities in review processes. Exemplars of this action included the **Department of Behavioral and Social Sciences; DEEPS**; and the **Department of Molecular Biology, Cell Biology and Biochemistry**. Other units similarly added DEI requirements within their hiring practices, inclusive of academic and administrative units.

Opportunities for Growth

With the development of new committees and roles, units are encouraged to explore ways to share the processes, functions and governance of said committees and how they are helping to create, implement and assess strategic plans related to fostering equitable and inclusive environments within their units.

A final element of accountability to be considered is how departmental leadership is accountable to stakeholders through the sharing of information related to DEI efforts. Several units indicated that they collected DEI-related climate data either internally through their DIAP committees or using external consultants, and most had developed a process for sharing this information with leadership and their primary stakeholders. Academic and administrative units can establish clear and identifiable processes for incorporating feedback received from stakeholders in future DDIAP activities, strategic planning and goals for the upcoming year. A sustained commitment to progress in this area is evidenced when DDIAP goals have been embedded in a manner that reflects actions that are sustained, prioritized, transformative and culture changing.

SUMMARY

As a result of Brown's commitment to diversity, equity and inclusion as defined in the DIAP, measurable progress has been made toward the cultivation of a more equitable and inclusive campus environment. Based on the actions documented in the DDIAP reports, the community is engaged in a collective effort to leverage the array of content expertise and skills that exist across the University in a way that moves the work of DEI forward.

This report aims to provide the campus community with a clear articulation of actions that have led to continued progress, while also revealing some worthwhile considerations for how efforts can be made more transformative. The goal is that this report serves the essential purpose of being both informative and instructive. The recommendations can serve as a starting point for units to focus on sustaining their DEI efforts and creating new or enhanced priorities, goals and processes. OIED is committed to supporting the work of each unit as they explore ways to achieve meaningful transformation of culture.

Since the launch of the DIAP, Brown has made measurable progress toward increased diversity, equity and inclusion to address barriers to building and sustaining a campus environment where all members are able to fulfill their potential as learners, scholars and leaders. It has been through a commitment to this necessary work and the University's willingness to attend to factors that adversely impact progress, that Brown University often is identified as a model for advancing diversity and inclusion.

As we look ahead, we have an opportunity as a campus to examine and shape the next phase of diversity and inclusion work at Brown, hearing from and engaging with campus stakeholders, many of whom are new to the campus community.

APPENDICES

Appendix A: Student Representation Data

Fall 2023		
Graduate Student Enrollment (Master's and Ph.D. Candidates)	n	%
American Indian or Alaska Native	9	0%
Asian	274	9%
Black or African American	245	8%
Hispanic or Latino	239	8%
Native Hawaiian or Other Pacific Islander	*	*
Two or More Races - HUG	71	2%
Two or More Races - Non-HUG	52	2%
Race/Ethnicity Unknown	125	4%
International	1,247	40%
White	866	28%
HUG Total	*	18%
Grand Total	*	100%

*Figure omitted to protect data privacy | Source: Fall Enrollment, OIR

Fall 2023		
Medical Student Enrollment	n	%
American Indian or Alaska Native	*	*
Asian	165	27%
Black or African American	77	13%
Hispanic or Latino	81	13%
Native Hawaiian or Other Pacific Islander	*	*
Two or More Races - URiM	11	2%
Two or More Races - Non-URiM	15	2%
Race/Ethnicity Unknown	13	2%
International	*	*
White	236	39%
URiM Total	169	28%
Grand Total	602	100%

*Figure omitted to protect data privacy | Source: Fall Enrollment, OIR

Fall 2023		
Undergraduate Student Enrollment	n	%
American Indian or Alaska Native	20	0%
Asian	1487	20%
Black or African American	632	9%
Hispanic or Latino	886	12%
Native Hawaiian or Other Pacific Islander	10	0%
Two or More Races - HUG	290	4%
Two or More Races - Non-HUG	298	4%
Race/Ethnicity Unknown	157	2%
International	886	12%
White	2607	36%
HUG Total	1838	25%
Grand Total	7273	100%

Source: Fall Enrollment, OIR

Appendix B: Categorization and Classification of Units

For the purposes of organizing and reviewing DDIAP data, reporting units are classified as either academic or administrative. Within the academic category, units are defined as schools/departments/programs or centers/institutes, and each of these are classified by the academic field they represent. This includes: social sciences, physical sciences, life/medical sciences and humanities and is consistent with how they have been designated in previous reports published by the University.

Similarly, OIED divides the administrative units into two broad categories: operations and direct services. Although all administrative units have both operational and service functions, the units are defined as such based on their primary function. An operations unit's primary function is instrumental in the conduct of the actions that lead to the operation of the University (e.g., General Counsel, Investment Office, Finance Division), while a direct services unit's primary function is to provide academic, social, safety or residential services and support to members of the Brown community (e.g., Campus Life, Dining Services, Public Safety).

Appendix C: The DDIAP Reporting and Review Process

OIED announced the 2022 DIAP Phase II Assessment Rubric in September 2022. The rubric, a revised version of the previous DIAP rubric, was intended to guide units in assessing their current impact levels within each priority area and to inform the development of new goals that would positively lead to transformational change in culture (Impact Level IV). Not designed to *grade* DDIAPs, the rubric is a mechanism that academic and administrative units can use to measure progress on their diversity and inclusion action plans.

The rubric contained three categories, described as follows:

Impact Level II: Demonstrated Action

Commitment is demonstrated by an action, effort, or program

Impact Level III: Sustained Action

Sustained action is anchored to a strategic framework, with evidence of positive impact

Impact Level IV: Transformative Action

Transformative and culture-changing practices and sustained prioritized action

Noticeably absent from the Phase II rubric was a level included in the original DIAP in 2016:

Impact Level I: Commitment

Declarative efforts and policies that establish a commitment to diversity

This level was removed when the University entered DIAP Phase II, with an understanding that all administrative and academic units had moved beyond Impact Level I.

Unit leaders were asked to identify in their DDIAPs the priority areas most relevant to their work and that presented the greatest opportunity to move the unit's current diversity and inclusion efforts to the next appropriate impact level. While some units chose to submit documentation of their actions in all six priority areas, many units made the deliberate decision to focus on only a subset of the priority areas, even if multiple areas were relevant to their unit's activities.