



BROWN

*Pathways to Diversity and Inclusion:
An Action Plan for Brown University*

2020 Annual Report

May 2020



BROWN
Office of Institutional
Equity and Diversity

Dear Members of the Brown Community,

I am pleased to present the 2020 annual report of *Pathways to Diversity and Inclusion: An Action Plan for Brown University* (DIAP). This report is organized in an executive summary format as the Office of Institutional Equity and Diversity (OIED) puts its focus on developing Phase II of the DIAP. This report compiles high-level information on the gains our community continues to make toward our goals through the sustained and intentional efforts of students, faculty and staff in realizing our diversity and inclusion goals.

This current report — a review of the 2018-19 academic year — is intended to highlight progress in each of the six priority areas: Investing in People, Academic Excellence, Curriculum, Community, Knowledge and Accountability. Additionally, a major component of our work during this past year was a second campus climate survey, following a series of surveys of campus climate in 2016. The survey presented questions to help us understand experiences of bias; perceived progress toward the goals of the DIAP; and the climate for students, faculty and staff. University-wide results can be [found online](#). OIED will continue to analyze the survey data over this next year to further understand the experiences of specific populations on campus in an effort to move toward a more inclusive community.

As it has been four years since the release of the DIAP in February 2016, the University is entering a period of reflection by identifying areas of growth and additional impact for Brown’s diversity efforts. As noted on page 2 of the original plan, “*We have chosen to focus on a relatively small number of priorities that we believe will have the largest immediate impact on our community, with the expectation that, as time goes by and we learn from experience, more actions will be needed.*” To this end, OIED will continue to engage with the campus community this spring and in the coming fall around developing DIAP Phase II, which will build on the existing plan and further our goals in key priority areas.

I appreciate the work of the members of the Diversity and Inclusion Oversight Board, which has provided continued guidance throughout the DIAP process, as well as the departmental DIAP committee members who have implemented the DIAP goals across the University. We look forward to the continued engagement of the Brown community as we develop DIAP Phase II.

Sincerely,

Shontay Delalue

Vice President for Institutional Equity and Diversity

2020 DIAP Annual Report

This 2020 annual report of Pathways to Diversity and Inclusion: An Action Plan for Brown University (also known as the DIAP) highlights the status of progress during the 2018-19 academic year for the six priority areas outlined in the plan: Investing in People, Academic Excellence, Curriculum, Community, Knowledge and Accountability. Data on the incoming class of 2019 for undergraduate, graduate, and medical students are reported here because the composition of the incoming class was determined in the spring of 2019. Examples of the University's progress in each priority area are found below. Data tables describing the demographics of faculty, students and staff are found in Appendices A-F.

Investing in People

The DIAP focuses on strategies to identify, recruit and retain individuals from historically underrepresented groups (HUGs). Our progress in each of these areas is detailed below.

- **Faculty:** Among newly hired faculty hired during the 2018-19 academic year, 35.5% (11 out of 31 domestic faculty members for whom race is known) self-identified as members of a HUG. Out of all faculty in the 2018-19 academic year, 11.1% (86 out of 772) self-identified as members of a HUG compared to 9.5% (71 out of 749) when the DIAP was released in 2016. *(See Appendix A)*
- **Graduate Students:** Among the incoming class of master's and doctoral students in fall 2019, 26.7% (124 out of 465 domestic students for whom race is known) self-identified as members of a HUG. Out of all enrolled graduate students in the 2018-19 academic year, 13.7% (353 out of 2,584) self-identified as members of a HUG compared to 10.4% (234 out of 2,257) when the DIAP was released in 2016. *(See Appendix B)*
- **Medical Students:** Among the incoming class of medical students in fall 2019, 26.8% (37 out of 138 domestic students for whom race is known) self-identified as underrepresented in medicine (URiM)¹. Out of all enrolled medical students in the 2018-19 academic year, 22.6% (132 out of 585) self-identified as URiM compared to 22.2% (121 out of 545) when the DIAP was released in 2016. *(See Appendix C)*
- **Undergraduate Students:** Among the incoming class of undergraduate students in fall 2019, 21.1% (351 out of 1,660 domestic students for who race is known) self-identified as members of a HUG. Out of all enrolled undergraduates in the 2018-19 academic year, 21.1% (1,424 out of 6,752) self-identified as members of a HUG—which has remained consistent since the DIAP was released in 2016. Among all undergraduates, 11.6% (783 out of 6,752) were first generation college students in the 2018-19 academic year. *(See Appendix D and E)*
- **Staff:** Among the University's 3,159 staff members in fall 2018, 17.1% (540 out of 3,159) self-identified as a member of a HUG, up from 15.3% (468 out of 3,059) in fall 2016. The portion of administrative leaders (grades 13 and above) from HUGs was 13.8% (26 out of 189) in fall 2018, compared to 8.8% (15 out of 171) at the time the DIAP was released in 2016. *(See Appendix F)*

¹ URiM is used here for consistency with reports from the Warren Alpert Medical School. It represents the same groups that are identified as HUGs throughout the report.

Academic Excellence

The DIAP calls for increased scholarly resources to support education and leading-edge research on issues of race, ethnicity, inequality and justice around the globe. Below is a highlight of a few initiatives that were implemented during the 2018-19 academic year to address this goal.

- **Center for the Study of Slavery and Justice (CSSJ).** The center supported several new programs and initiatives this year, including the Carceral State Reading Group, which empowered students in collaborative, non-traditional learning spaces to engage with pressing social issues. CSSJ also organized the inaugural year of the Advanced Knowledge Working Group, a seminar for graduate students, postdoctoral fellows and other scholars that created an intellectual space for critical thinking about the legacies of slavery and the boundaries of freedom.
- **Dr. Samuel M. Nabrit Conference for Early Career Scholars.** The Department of Molecular Biology, Cell Biology and Biochemistry organized this conference for graduate students, postdoctoral fellows and faculty to showcase cutting-edge research conducted across the nation by scientists from HUGs and to discuss how questions of institutional culture, diversity and inclusion affect the career paths of those scientists. There were more than 100 participants, 12 of whom received travel awards to attend. Of the invited speakers, 93% were from HUGs.
- **Presidential Diversity Postdoctoral Fellowship.** This program, led by the Office of Institutional Equity and Diversity (OIED), identifies promising Ph.D. graduates from HUGs or those who have demonstrated a commitment to diversity and inclusion through their teaching and research to spend up to two years teaching at the University with the ultimate goal of diversifying the professoriate at Brown and beyond. Since launching the program in 2015, there have been five cohorts with a total of 28 scholars serving as presidential postdoctoral fellows. Of the 28 scholars, 22 (79%) are in faculty positions across the country with nine (32%) in faculty positions at Brown — eight tenure-track and one research.

Curriculum

In this priority area, the DIAP focuses on ensuring that students can thrive in their chosen fields of study, while providing opportunities to learn about diverse perspectives. Below are notable examples of new or continued initiatives that were implemented in the 2018-19 academic year.

- **Race, Gender, and Inequality Curricular Program.** This program, implemented by the College, identifies undergraduate courses that explore matters of race, gender and inequality, and designates them as “DIAP courses” for students looking for this specific course content. This year a greater number of courses from more departments carry the DIAP course designator, demonstrating an increase in the number of courses that concern power, privilege, race and gender. There were 211 courses in 2018–19 designated as DIAP courses (up from 186 in 2017-18) within 37 departments, with a total enrollment of 4,073 students in the 2018-19 academic year.
- **Sheridan Teaching Seminar.** This reflective seminar is the Sheridan Center for Teaching and Learning’s largest certificate program. In the most recent year, nearly all (93%) participants reported confidence in their ability to effectively promote learning in a class where students have a variety of backgrounds and identities, compared to fewer than three-quarters (71%) before participating in the program. The center also offered several customized workshops on inclusive teaching for academic departments, which drew 335 attendees and were rated favorably (mean of 4.4 on a scale of 1=not at all effective to 5=very effective).

Community

Our actions in this area are driven by the principle that Brown must be a place where all individuals can learn, live and thrive to be successful on campus and in life beyond Brown. Below are new and ongoing initiatives that demonstrate a commitment to this goal on campus and in the surrounding campus community.

- **Campus Life.** The Division of Campus Life launched the Institute for Transformative Practice in March 2019 with “Truth Telling and Possibility Making: Towards Transformative and Sustainable Futures in Higher Education,” a national symposium hosted at Brown and attended by scholars and administrators from across the country. Campus Life also reviewed and revised the Code of Student Conduct to ensure that it reflects restorative justice practices. In addition, the division worked with Disability Justice at Brown and the Undergraduate Council of Students on the student effort to identify a dedicated accessible study space in the Rockefeller Library.
- **Book and Course Materials Support Program:** Undergraduate students with high financial need were provided direct support for textbooks and required course materials through a collaboration with the College, the Brown Bookstore, the Division of Finance and Administration, the Office of Financial Aid and the Office of the Provost.
- **Community Sport Fellowship Program.** The Swearer Center for Public Service launched this program to connect Brown student-athletes to Providence neighborhoods to strengthen community sports opportunities. This year through the program, 10 Brown student-athletes have engaged with seven community partners in six Providence neighborhoods, with the purpose of strengthening the capacity of local community organizations to deliver and sustain organized sports opportunities for local youth. Through additional programs, 33 student-athletes from Brown’s women’s swimming team implemented a drownproofing program for Providence children during the winter session, and 17 athletes from the rugby team engaged in community sports with the Providence After School Alliance during the academic year.
- **DIAP Community Awards.** The Office of Institutional Equity and Diversity created these awards in 2017 to recognize the work of individuals in the Brown community who have significantly assisted with the implementation of the University DIAP and/or departmental DIAPs. In 2019, two additional categories, one for an administrative department and the other for an academic department, were created. The 2018-19 awardees were: Joy Aso ’19 and Gabriel Gonzalez ’20 (undergraduate students); Jeremy Lomax, PhD ’21 and Tina Park, PhD ’19 (graduate students); Judith Nabb (staff member); Brenda Rubenstein (faculty member); Computing and Information Services (administrative department); and Psychiatry and Human Behavior (academic department).

Knowledge

In 2018, the University conducted a campus climate survey. A brief summary of the results is found below. Additional data can be found on the [climate survey dashboard](#).

- **Campus Climate Survey.** The campus climate survey was developed and disseminated to capture the experiences of students, faculty and staff across the University. Response rates for undergraduates (59%), graduate students (40%), medical students (44%), faculty (59%) and staff (70%, estimated²) were higher than those reported by many peer institutions conducting similar surveys. The survey assessed the campus climate, evaluation of the DIAP and experiences of bias. A summary of high-level findings can be found below.
 - **Campus Climate.** A large majority of faculty reported an environment of respect (92%), recognition (72%) and freedom of expression (74%). About half of staff (51%) and medical students (52%) felt free to express their political views. More than half of undergraduate students (77%) felt

² Staff completed the climate survey anonymously. This estimate accounts for potential duplicate responses.

valued by the institution and a large majority of graduate students (79%) felt valued by their departments.

- **Evaluation of the DIAP.** More than 50% of all segments of the community (students, faculty and staff) agreed that opportunities to increase their knowledge in diversity, equity and inclusion have been made available to them. Faculty (72%) and staff (74%) also agreed that their knowledge base on matters of diversity, equity and inclusion had increased since the release of the DIAP. Almost half of graduate students (46%) observed a noticeable effort to recruit graduate students from HUGs, and a similar proportion of medical students (45%) reported a positive shift in the administration's competence to discuss matters of diversity, equity and inclusion. A majority of undergraduate students (67%) reported an increase in their confidence to navigate and discuss issues of diversity, equity and inclusion since the release of the DIAP.
- **Experiences of Bias.** The bias portion of the climate survey assessed two separate factors: demographic groups that experienced any type of bias and bias based on membership in an identity group.
 - **Demographic Groups that Experienced Any Type of Bias.** Undergraduate students (62%), graduate students (50%), medical students (100%) and staff (50%) who identify as gender non-binary or transgender³ reported the most experiences of some type of bias. For faculty, individuals who identify as women were the largest group (33%) to note experience with some type of bias.
 - **Bias Based on Membership in an Identity Group.** Experiences of bias most often were based on race and ethnicity among undergraduate students (18%), graduate students (14%) and medical students (32%). Graduate students also experienced bias based on gender identity at the same rate as race and ethnicity (14%). Staff noted experiencing bias based on age at the highest rate (13%), while faculty reported experiencing bias disproportionately based on gender identity (13%).

Accountability

The plan includes provisions for accountability, establishing a clear and transparent process for oversight of our progress and allowing for continuous community input.

- **Departmental Diversity and Inclusion Action Plans.** There were 48 academic department/center reports and 28 administrative summary reports submitted for the 2018-19 academic year.
- **Building Capacity to Support Departmental DIAPs.** Academic and administrative departments have taken advantage of diversity- and inclusion-related professional development opportunities available on campus (e.g., diversity lunches, Professional Development Day and the Unconscious Bias Online Module). Departments are also collaborating with the Office of Institutional Equity and Diversity to host workshops to address department-specific issues and ultimately promote a more inclusive working and learning environment.

³ Gender non-binary and transgender are distinct groups. To protect individual privacy in reporting climate survey data, these groups are combined.

Looking Ahead

Four years after the launch of the DIAP in 2016, OIED is poised to build on the success of the plan with expanded goals that reflect the current climate of the University; definitions that clarify diversity, equity and inclusion for our community; and tools to assess the goals outlined in departmental DIAPs. To that end, OIED will develop Phase II of the DIAP through broad campus community engagement. DIAP Phase II is intended to advance the 2016 DIAP goals in key priority areas. Informed by discussions with the Diversity and Inclusion Oversight Board, departmental DIAP Committees, department chairs, administrative managers and students over the past four years, OIED has identified Knowledge, Investment in People and Accountability as key priority areas for Phase II of the DIAP.

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Appendices

Appendices

Please note that figures for a given academic year reflect the official figures for that year's fall semester.

Appendix A

Faculty: from HUGs, Women in STEM, and Asians in Humanities & Social Sciences

		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
HUG by Rank	Professor	21 (5.6%)	22 (5.8%)	26 (6.5%)	32 (7.8%)	33 (8.0%)
	Associate Professor	17 (12.5%)	16 (13.0%)	17 (14.1%)	12 (9.7%)	21 (13.5%)
	Assistant Professor	22 (16.7%)	27 (18.9%)	31 (20.9%)	37 (25.0%)	32 (22.4%)
	Lecturers	*	6 (8.2%)	5 (7.7%)	5 (6.9%)	7 (9.2%)
Total		64 (8.7%)	71 (9.5%)	79 (10.4%)	86 (11.1%)	93 (11.8%)
Women	Life and Medical Sciences	50 (30.9%)	54 (32.5%)	51 (31.7%)	55 (31.5%)	57 (31.3%)
	Physical Sciences	31 (17.6%)	30 (15.8%)	28 (15.1%)	27 (14.1%)	28 (14.6%)
	Social Sciences	72 (40.7%)	77 (42.2%)	77 (41.3%)	79 (42%)	81 (41.5%)
Total		153 (20.9%)	161 (21.5%)	156 (20.6%)	161 (20.9%)	166 (21.1%)
Asian	Humanities	18 (9%)	17 (8%)	17 (8%)	20 (9%)	23 (10.6%)
	Social Sciences	16 (9%)	16 (9%)	16 (8%)	16 (9%)	15 (7.7%)
Total		34 (4.6%)	33 (4.4%)	33 (4.4%)	36 (4.7%)	38 (4.8%)
Number of All Faculty		732	749	758	772	786

*Figure omitted to preserve data privacy.

Note: Total HUG percentages are among all faculty (including non-U.S., and those for whom race/ethnicity is unknown).

Appendix B

Graduate Student Enrollment (Master's and Doctoral Candidates)

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
American Indian or Alaska Native	2 (0.1%)	3 (0.1%)	4 (0.2%)	5 (0.2%)	2 (0.1%)
Asian	127 (5.7%)	133 (5.9%)	149 (6.0%)	171 (6.6%)	180 (7.1%)
Black or African American	87 (3.9%)	82 (3.6%)	101 (4.0%)	128 (5.0%)	148 (5.8%)
Hispanic or Latino	110 (4.9%)	131 (5.8%)	145 (5.8%)	175 (6.8%)	170 (6.7%)
Native Hawaiian or Other Pacific Islander	1 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	1 (0.0%)
Two or More HUGs	11 (0.5%)	18 (0.8%)	32 (1.3%)	44 (1.7%)	40 (1.6%)
Two or More Non-HUGs	12 (0.5%)	10 (0.4%)	18 (0.7%)	26 (1.0%)	32 (1.3%)
Race/Ethnicity Unknown	203 (9.1%)	203 (9.0%)	192 (7.7%)	160 (6.2%)	136 (5.4%)
International (Non-U.S. citizens)*	826 (37.0%)	838 (37.1%)	921 (36.9%)	967 (37.4%)	989 (38.9%)
White	851 (38.2%)	839 (37.2%)	931 (37.3%)	907 (35.1%)	842 (33.1%)
HUG Total	211 (9.5%)	234 (10.4%)	283 (11.3%)	353 (13.7%)	361 (14.2%)
Grand Total	2,230	2,257	2,494	2,584	2,540

*International status is not a racial category in the United States.

Appendix C Medical Student Enrollment

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
American Indian or Alaska Native	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.2%)	1 (0.2%)
Asian	152 (29.0%)	158 (29.0%)	142 (25.0%)	142 (24.3%)	139 (23.3%)
Black or African American	52 (9.9%)	54 (9.9%)	56 (9.9%)	51 (8.7%)	52 (8.7%)
Hispanic or Latino	62 (11.8%)	63 (11.6%)	70 (12.3%)	70 (12.0%)	77 (12.9%)
Native Hawaiian or Other Pacific Islander	1 (0.2%)	0 (0.0%)	1 (0.2%)	1 (0.2%)	1 (0.2%)
Two or More URiMs	6 (1.1%)	4 (0.7%)	4 (0.7%)	9 (1.5%)	11 (1.8%)
Two or More Non-URiMs	9 (1.7%)	11 (2.0%)	15 (2.6%)	13 (2.2%)	15 (2.5%)
Unknown	22 (4.2%)	17 (3.1%)	18 (3.2%)	16 (2.7%)	11 (1.8%)
International (Non-U.S. Citizens)*	7 (1.3%)	3 (0.6%)	3 (0.5%)	3 (0.5%)	5 (0.8%)
White	213 (40.6%)	235 (43.1%)	259 (45.6%)	279 (47.7%)	285 (47.7%)
URiM Total	121 (23.1%)	121 (22.2%)	131 (23.1%)	132 (22.6%)	142 (23.8%)
Grand Total	524	545	568	585	597

*International status is not a racial category in the United States.

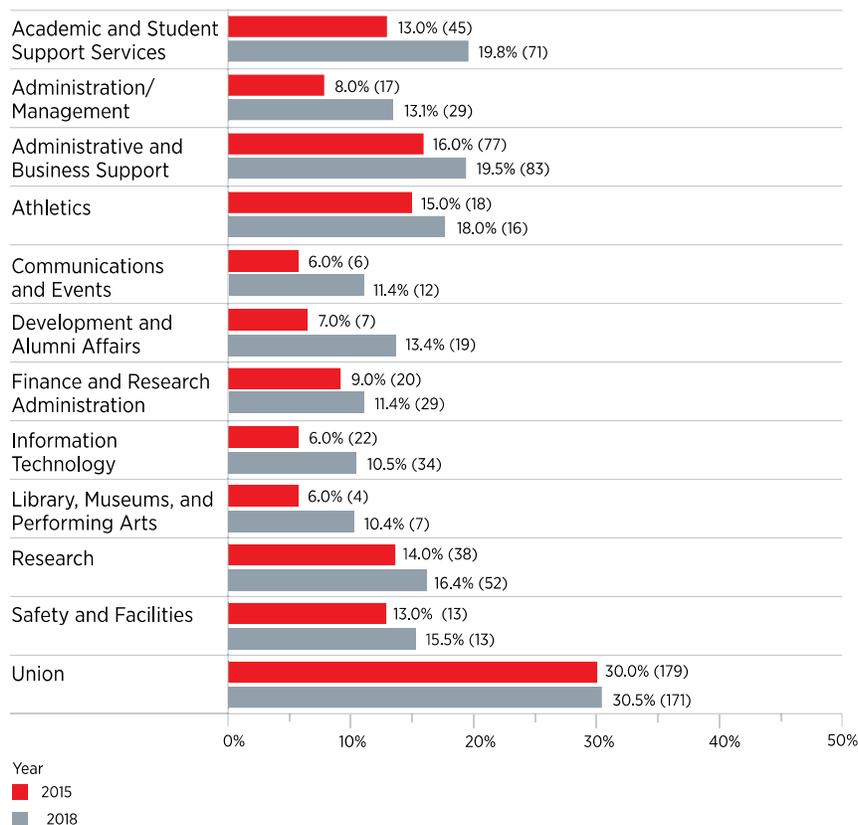
Note: As per practice within the medical community, "URiM" for "Underrepresented in Medicine", rather than "HUG", is used here. The same racial and ethnic groups are included within this categorization.

Appendix D Undergraduate Student Enrollment

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
American Indian or Alaska Native	27 (0.4%)	31 (0.5%)	30 (0.4%)	24 (0.4%)	24 (0.4%)
Asian	842 (13.3%)	928 (14.1%)	985 (14.8%)	1,043 (15.4%)	1,140 (16.7%)
Black or African American	424 (6.7%)	429 (6.5%)	424 (6.4%)	435 (6.4%)	463 (6.8%)
Hispanic or Latino	719 (11.4%)	768 (11.7%)	770 (11.5%)	774 (11.5%)	759 (11.1%)
Native Hawaiian or Other Pacific Islander	10 (0.2%)	13 (0.2%)	12 (0.2%)	10 (0.1%)	12 (0.2%)
Two or More HUGs	162 (2.6%)	162 (2.5%)	164 (2.5%)	181 (2.7%)	192 (2.8%)
Two or More Non-HUGs	231 (3.7%)	248 (3.8%)	239 (3.6%)	238 (3.5%)	223 (3.3%)
Unknown	438 (6.9%)	401 (6.1%)	367 (5.5%)	396 (5.9%)	316 (4.6%)
International (Non-U.S. Citizens)*	753 (11.9%)	744 (11.3%)	751 (11.3%)	751 (11.1%)	782 (11.4%)
White	2,714 (42.9%)	2,856 (43.4%)	2,928 (43.9%)	2,900 (43.0%)	2,923 (42.8%)
HUG Total	1,342 (21.2%)	1,403 (21.3%)	1,400 (21%)	1,424 (21.1%)	1,450 (21.2%)
Grand Total	6,320	6,580	6,670	6,752	6,834

*International status is not a racial category in the United States.

Appendix E
Staff: % HUGs by Position Type
Comparison: Prior to DIAP Launch/Nov. 1, 2018



*Notes: Positions are primarily categorized by the type of work performed, rather than the department/unit in which they are located. The Administration/Management category spans staff with roles related to the University's administration, including senior leaders. Due to data limitations, the small number of staff on long-term disability could not be assigned to categories in this chart.

Appendix F
First-Generation College Student Enrollment

