

2017 Annual Report

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



BROWN UNIVERSITY

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Christina H. Paxson

March 9, 2017

Dear Members of the Brown Community,

Over the past year, Brown has implemented an ambitious plan to make our campus more diverse and inclusive. *Pathways to Diversity and Inclusion: An Action Plan for Brown University*, also known as the DIAP, was developed over the fall of 2015 with broad campus participation, and was approved by the Brown University Corporation in February 2016. I am pleased to present the first annual report on progress toward Brown's goals.

At Brown, we know that diversity and inclusion are central to academic excellence. Our charge is to create a community of scholars, working at the highest academic standards, dedicated to advancing knowledge in the service of the community, the nation and the world. This requires bringing together and supporting the work of exceptional faculty, students and staff from all backgrounds and all areas of society. We recognize that talent is not bound by race, class, religion, national origin, sexual orientation, gender identity or disability status. And, we know that the advancement of knowledge benefits from the full participation of people with a wide range of perspectives, experiences and ideas. Our charge is to recognize, understand and overcome impediments — prejudice, bias, and systemic barriers — that stand in the way of creating a diverse and inclusive campus.

This report indicates that Brown has made significant progress in the first year of the DIAP. Areas of notable success include a sharp increase in the proportion of newly hired faculty from historically-underrepresented groups, and an increase in diversity in the pool of applicants to our graduate programs. The First Generation College and Low-Income Student Center opened its doors in September 2016, and a new academic program on Native and Indigenous Studies is well underway. Perhaps most important, all academic and administrative departments have created their own diversity and inclusion action plans that address the contributions each department will make towards our shared goals.

Despite these successes, there is still a great deal of work to do if we are to meet the ambitious goals of the DIAP. The Diversity and Inclusion Oversight Board, a faculty-student-staff committee chaired by Professor Matthew Guterl and charged with reviewing progress on the DIAP, prepared a thoughtful memo that underscores the need for better qualitative data collection and a greater attention to disability, among other areas requiring further effort. A Brown University Corporation Committee on Diversity and Inclusion, chaired by Dr. Jeffrey Hines '83, MD '86, stressed the need to maintain broad participation

in the creation of departmental DIAPs, emphasize professional development and do more to engage alumni. I am grateful to these two committees for their work.

I want to thank the Office of Institutional Diversity and Inclusion, led by Vice President Liza Cariaga-Lo, for producing this first annual progress report, and I look forward to working with members of the Brown community to advance the vision and goals of the DIAP.

Sincerely,

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

Christina H. Paxson

2017 Annual Report

Pathways to Diversity and Inclusion:

An Action Plan for Brown University

I. Introduction

On February 1, 2016, Brown University released [Pathways to Diversity and Inclusion: An Action Plan for Brown University \(DIAP\)](#). Brown committed, as a community, to take deliberate steps to cultivate the truly diverse and inclusive community that is central to achieving the University's mission at ever-higher levels of excellence. The plan focuses attention on areas expected to have the biggest immediate impact on the community, with the expectation that more actions will be added to address emerging needs.

A vital feature of the plan is that it was developed with broad community engagement, and the intense work over the past year to realize its goals reflects the participation of faculty, students and staff dedicated to achieving the promise of the DIAP. Another vital feature of the plan is a commitment to report regularly about the status of Brown's efforts.

This first annual report reviews Brown's progress in the 12 months since the DIAP's release. During this year Brown focused primarily on capacity building to develop policies, infrastructure, mechanisms, resources and pilot programs that build a strong foundation for the DIAP's future success. This report describes measurable gains as well as areas where Brown must do more to meet expectations. The report is organized around the six focal areas of the DIAP: investing in people, academic excellence, curriculum, community, knowledge and accountability.

A. INVESTING IN PEOPLE

Faculty diversity

The stated goal in the DIAP was to double the number of faculty from historically underrepresented groups (HUGs) by 2020-22. Of the 37 "regular" faculty hired in 2015-16 (34 tenured and tenure track and three lecturer positions), 11 were HUG faculty (nearly 30 percent). Among these regular faculty hires, 35 percent were women. Four women were hired in the sciences, including one in the physical sciences. The fraction of HUG regular faculty increased by one percentage point, from 8 percent in 2014-15 to 9 percent in 2015-16.

A particular concern is the diversity of clinical faculty, who are drawn from the local population of physicians and appointed by hospitals and medical practices in Rhode Island. Because many of these clinical faculty are employed directly by their hospitals, the University has limited control over the recruitment and hiring of diverse candidates in this population. The composition of women faculty in the physical sciences at Brown

also continues to be of concern. Only 16 percent of regular faculty in the physical sciences are women, compared to 34 percent women overall among regular faculty.

In the past year, the University instituted the following practices and programs to increase its capacity to diversify its faculty:

- The Presidential Diversity Postdoctoral Fellowship Program, launched in 2015-16, brought 12 scholars to Brown. To date, two of these have accepted tenure-track appointments at Brown. Brown won a grant from the Mellon Foundation that will provide \$1.5 million to support diversity postdocs who move into the tenure track.
- The Provost Visiting Scholars Program launched in fall 2016 with three senior visiting scholars in academic departments.
- Additional resources were allocated to support Target Of Opportunity hires for faculty in the Medical School and the School of Public Health.
- Two faculty members were appointed associate deans of the faculty to assist in recruitment and retention.
- Brown established the Faculty of Color (FOC) Network, and Brown is now an institutional member of the National Center for Faculty Development and Diversity.

Graduate and medical student diversity

The DIAP stated a goal of doubling the number of HUG graduate students by 2020-22. Since 2012, there has been little significant increase in the percent of HUGs in the graduate population, hovering at about 9 percent. By contrast, there has been a larger critical mass of HUG medical students over the same period (See Figure 1).

However, there was a slight decrease of HUG medical students in 2015, which needs to be more fully understood. African American males are even more likely to be underrepresented in medical school as compared to other HUG members. Given the significant increase in numbers of HUG applications in the Graduate School in this year’s admissions cycle (see Table 1), the hope is that there will be an increase in the numbers of HUGs admitted into Ph.D. and master’s programs for the incoming cohorts for fall 2017.

Figure 1. Percent HUG Graduate and Medical Students by Year (2012-2015)

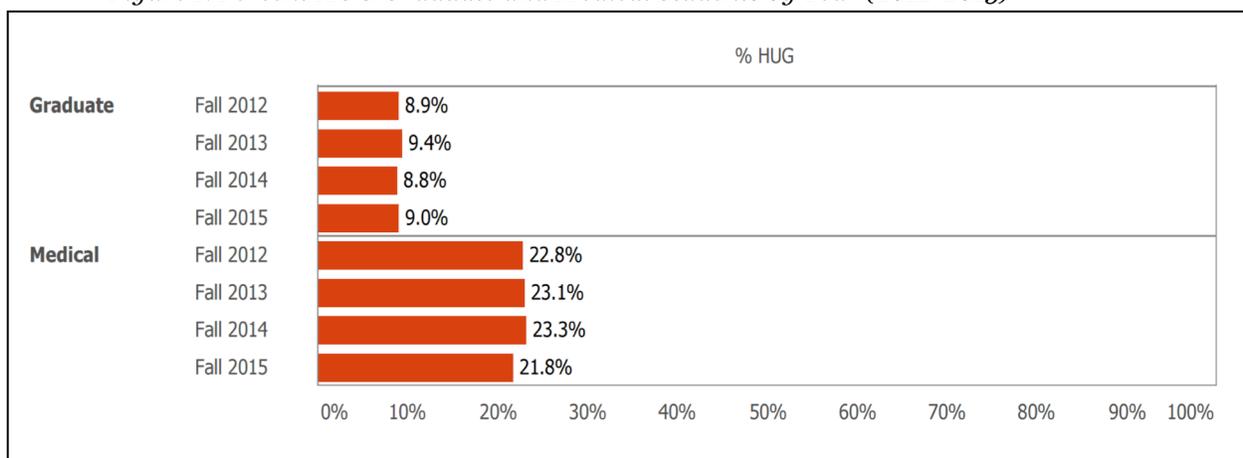


Table 1. Brown graduate school applications from historically underrepresented groups (HUGs)

	February 2016 Number of applications	February 2017 Number of applications	Percent change
HUGs Ph.D. programs	428	571	+33%
HUGs master's programs	316	354	+12%
Total HUG applications	744	925	+24%

Enhanced diversity recruitment efforts by the graduate programs in the past year have yielded:

- A 24 percent increase in the number of graduate student applicants from HUG backgrounds for the 2017 cycle over the 2016 cycle (see Table 1).
- A 33 percent increase in HUG Ph.D. applications compared with last year. A 12 percent increase in master's applications over last year's number as of Feb. 1, 2017. (The season has not yet closed.)
- Hires of a full-time associate dean for diversity initiatives in the Graduate School and a permanent associate dean for diversity and multicultural affairs at the Warren Alpert Medical School, which have enhanced the capacity to provide more comprehensive and coordinated recruitment/outreach efforts and support for graduate students and medical students from diverse backgrounds.
- Three Young Scholars Conferences to support the professional development of Ph.D. graduate students and postdoctoral fellows.

Undergraduate student diversity

The DIAP stresses a specific focus on recruiting and improving the experiences of African American/Black, Latinx, Native American, Southeast Asian, Pacific Islander and first-generation, low-income and undocumented students. To enhance recruitment of undergraduates from these groups, the offices of admission and financial aid strengthened partnerships that promote opportunities for high school students of color. Brown increased funding to effect the match of 20 QuestBridge Scholars from around the country, compared to three last year. The program is a partnership that helps Brown attract and enroll high-achieving, low-income students from around the U.S.

The Early Decision undergraduate admissions data for the Class of 2021 indicate the robust admission of students from diverse backgrounds (See Table 2).

Table 2. Brown early decision applicants and admitted students as of December 2016 (Class of 2021)

Total early decision applications	3170
Total early decision applicants admitted	695
Admitted students applying for financial aid	53%
Geographic distribution	From 39 countries, 41 states
First-generation college students admitted	13% of total admitted (50% of which are HUGs)
Low-income students admitted	17% of total admitted
Admitted students of color (self-identify as African American, Latinx, Native American, Native Hawaiian or Pacific Islander, or Asian American)	36% of total admitted (African American = 10%, Latinx = 10%, Native American = 1.5%, Pacific Islander = 0.5% Asian American = 14%)
Admitted students by gender	Female=411, male=284

To increase access and opportunity for low-income students and other students from diverse backgrounds, Brown took these steps in the past year:

- The School of Professional Studies significantly expanded financial aid to low-income, Providence-area students for Brown's Pre-College Summer Program, starting in summer 2016. A total of 349 HUG students received \$962,000 in scholarships. Outside groups contributed an additional \$355,000. These scholarships represented 60 percent of total SPS scholarships (\$1,636,000).
- In summer 2016, 42 students in precollege programs were selected to participate from Providence area high schools, and 22 received a cumulative \$81,000 in scholarships (5 percent of total scholarship dollars awarded). Of these 22, 16 identified as HUG students and cumulatively were awarded \$60,000 in aid.

Overall, the number of HUG students participating in precollege programs in summer 2016 was 1,003, or 19 percent of the total enrollment of 5,330. The 349 HUG students who received scholarships represented 35 percent of all HUG students enrolled.

Staff diversity

In this area, the DIAP's stated goal is to promote hiring practices, professional development and mentorship that will increase the diversity of staff and further the careers of staff and administrators, especially from HUGs. Currently, the representation of HUG staff in the Brown workforce overall is approximately 15.5 percent out of a total of 3,031, excluding seasonal/intermittent staff. The representation of HUG staff in senior administrative positions (grades 13 and above) is approximately 8.8 percent. Further diversification of the staff workforce at all levels and across all job types remains a top priority.

Efforts this year to increase diversity included the following:

- University Human Resources (UHR), the Office of Institutional Diversity and Inclusion (OIDI) and administrative units collaborated to establish hiring guidelines and outreach/recruitment best practices designed to yield highly qualified and outstanding HUG candidates — as well as women and other minorities — for staff positions, particularly at higher grade levels.
- UHR expanded Brown's staff mentoring program in fall 2016 to offer early- and mid-career staff opportunities to participate in a mentoring relationship with higher-level staff.
- UHR expanded its Leadership Certification Program for newly hired and promoted managers to include additional course offerings and modules to address diversity and inclusion issues.
- OIDI launched a yearlong Administrative Fellows Program in January 2017 in partnership with UHR. The program seeks to nurture a talented and diverse staff by providing enhanced access to professional development resources and networks to prepare administrators to become leaders in promoting more inclusive communities within higher education. The program actively recruits staff from historically underrepresented groups.

B. ACADEMIC EXCELLENCE

The DIAP defines academic excellence in the context of diversity as creating a learning environment where all students can thrive; providing leading-edge scholarly resources; and committing to the highest standards of research and teaching. Over the past year, Brown leveraged the leadership and resources of its Center for the Study of Race and Ethnicity in America (CSREA) and its Center for the Study of Slavery and Justice (CSSJ) to build capacity to develop new curricular offerings, research collaborations and opportunities for engaged scholarship related to diversity and inclusion. While these efforts represent some progress in reimagining a more fully inclusive academic infrastructure, much work remains within the departments and across the University.

The University took these steps to strengthen the learning environment in the past year:

- CSREA and the Office of the Provost established “How Structural Racism Works,” a series of academic lectures and workshops, holding four events in the spring semester and three in the fall.
- CSREA moved to a much larger and more easily accessible location on College Hill.
- CSSJ presented a conference, “Slavery and Global Public History: New Challenges,” in December, a collaboration with the Smithsonian's National Museum of African American History and Yale's Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition.
- Brown's provost approved an initiative for Native American and Indigenous Studies at Brown (NAISAB). The NAISAB faculty steering committee hired a program coordinator who has significantly improved communication about initiative-related courses and events across campus. A search for a faculty director is under way.
- A number of academic departments created new initiatives centered on scholarship related to diversity and inclusion. Notable examples include offerings being developed in English, French, history, physics, applied math, sociology, history of art and architecture, and education.
- The offices of the president and provost launched the “Reaffirming University Values” series in fall 2016 to examine the constructive and engaging ways in which a campus community can discuss conflicting views and perspectives.
- The Pembroke Center, Institute at Brown for Environment and Society and the Population Studies and Training Center developed new research initiatives.
- Seed funding and consultation from the Office of Institutional Diversity and Inclusion to bring prominent scholars of color to campus to give lectures and meet with Brown faculty and early career scholars to initiate possible collaborations.

C. CURRICULUM

The Office of the Dean of the College

The Office of the Dean of the College (DOC) has led Brown's efforts to ensure that the undergraduate curriculum provides resources and support for students to thrive in their

chosen fields. The DOC has developed expanded and enhanced curricular and co-curricular offerings to allow students to engage in a deeper understanding of the complex dynamics of social inequity, exclusion and difference.

These objectives were articulated in a [report](#) released in September 2016 by the Task Force on Diversity in the Curriculum, which was convened from spring 2016 to fall 2016 by the dean of the college.

One focus of efforts over the past year was work toward the DIAP’s stated goal of doubling of the number of first-year and sophomore seminars related to issues of power, privilege, inequality and social justice. As a result of efforts to encourage faculty to put forward more seminars on these themes, the number of seminars focused on diversity perspectives increased in 2016-17 (See Table 3).

Table 3. First-year and sophomore seminars: proportion of Diversity Perspectives in Liberal Learning (DPLL) courses

Academic Year	First-Year Seminars (New)	First-Year Seminars that are DPLL (New)	% DPLL First-Year Seminars	Sophomore Seminars (New)	Sophomore Seminars that are DPLL (New)	% DPLL Sophomore Seminars
2015-16	85	11	13%	14	4	29%
2016-17	81	17	21%	18	9	50%

Another of the DIAP’s charges was to expand programs to catalyze achievement among students of color in the sciences. In response, DOC did the following:

- Expanded programs that support students intending to concentrate in STEM fields (science, technology, engineering and mathematics), particularly in the physical sciences.
- Provided peer mentoring, academic support and professional development for students from groups traditionally underrepresented in STEM through the New Scientist Collective Program.
- Offered support to 100 students via the New Scientist Peer-Advising and Leadership (NS-PAL) program, a significant increase over last year.
- Presented an expanded orientation summer program for newly admitted students from these groups through the New Scientist Collective-Catalyst program.

BrownConnect and UTRAs

The BrownConnect alumni mentoring and internship initiative and the UTRA program (Undergraduate Teaching and Research Awards) provide opportunities for students to collaborate with Brown faculty on research and teaching projects during the summer or the academic year and conduct off-campus summer internships around the country and the world. A focus has been to increase financial assistance for low-income students to

participate in these opportunities.

Table 4 shows participation rates over a four-year period, comparing all students with those receiving aid.

Table 4. BrownConnect research and internship participation rates 2013-2016

All students - Overall internships/research/fellowship numbers - 4-year comparison ↑			
2013	2014	2015	2016
64.5%	68.3%	67.8%	69.1%
<i>Over 4 years there has been a 4.6% increase</i>			
Aided students only - Overall internships/research/fellowship numbers - 4-year comparison- ↑			
2013	2014	2015	2016
58.1%	62.7%	69.1%	65.8%
<i>Over 4 years there has been a 7.7% increase</i>			

One of Brown’s goals is to ensure that all students are able to participate in at least one of these experiences. To work toward this goal, the University took these steps:

- BrownConnect enhanced outreach to expand the number of internships posted by Brown parents and alumni to 761, up from 660 in 2015.
- BrownConnect provided 224 summer earning waivers for aided students taking aided or low-wage internships and research opportunities, an increase from 203 in 2015.
- BrownConnect offered 619 summer internship and research awards, compared to 564 in 2015.
- BrownConnect initiated 13 new small-group mentoring events, in which five to 10 students meet with alumni in their workplaces.
- New team UTRAs expanded team-based learning experiences for undergraduates, with specific outreach to HUG students, first- and second-year students and women in STEM fields.

The Swearer Center for Public Service

The Swearer Center for Public Service changed a number of policies to remove structural barriers to diversity and inclusion in staff hiring practices and student funding. The past year the center took these steps:

- Diversified hiring such that the percentage of staff identifying as people of color

increased from seven percent to 50 percent, with staffing nearly doubled.

- Adjusted the student funding model to invest in low-income and first-generation students. More than 50 percent of student funding is now tied to need.

The Jonathan M. Nelson Center for Entrepreneurship

The Nelson Center for Entrepreneurship provided an opportunity last year for students, faculty and staff from Brown to engage with local community members and scholars from higher education institutions across the country on issues of diversity and entrepreneurship. The center convened a one-day conference in December, “Entrepreneurship at the Intersection of Diversity and Inequality.”

D. COMMUNITY

First-generation students

The DIAP calls for the creation of a new center to provide first-generation students with coordinated access to resources and to serve as a home for student-led initiatives. In response, the Dean of the College and the Vice President for Campus Life and Student Services took these steps:

- Worked with students to open the First-Generation College and Low-Income Student Center (FLi Center) in September 2016. The FLi Center is an academic and social space that aims to contribute to the success of the first-generation college and low-income communities at Brown. Initiatives housed at the center include the First-Generation College Student Program and affiliated student organizations.
- Launched a search for the inaugural director of the FLi Center, a full-time position.

Mental health services

The DIAP asserts that low-income students who cannot afford private counseling sessions should not be left without options for mental health services. In support of this goal:

- Health Services significantly enhanced resources for Counseling and Psychological Services (CAPS) to provide adequate levels of culturally competent resources for all students.
- CAPS diversified its staff, with 45 percent now staff of color.
- CAPS eliminated the explicit seven-session limit on counseling sessions and made its counseling line available 24/7.
- CAPS staff initiated new outreach at the Brown Center for Students of Color, Sarah Doyle Women’s Center and LGBTQ Center.

Supporting students from diverse communities

To meet the needs of Brown’s diverse population, Campus Life and Student Services

expanded its support staff and financial support for students. The division made these changes in the past year:

- The LGBTQ Center hired a new program coordinator.
- Three key staff positions were expanded and/or strengthened: the LGBTQ Center director, the Protestant chaplain and the Muslim chaplain.
- A pilot began with a part-time position to support Muslim students.
- CLSS doubled the emergency fund intended to support the essential and critical living and learning expenses of low-income students, from \$60,000 to \$120,000.

In addition to these efforts, the Office of Institutional Diversity and Inclusion supported student organizations by providing funding for activities and events. Starting in spring 2016 OIDI offered a series of professional development events and training workshops:

- The February 2016 Professional Development Day was attended by more than 600 staff and faculty and will continue to be an annual event.
- Nearly 800 participants attended professional development programs during fall 2016.

Mentoring programs

Expanding mentoring is an explicit goal of the DIAP. To advance this goal, the University:

- Charged a Mentoring Programs Committee in spring 2016 with making recommendations for expanding mentoring programs for graduate and undergraduate students, especially those who identify as students of color, first-generation college students and LGBTQ students.
- Formed a Mentoring Collaborative in fall 2016, committed to building capacity for quality identity-aware mentoring.

Department of Public Safety

The ongoing training and diversification of members of the Department of Public Safety (DPS) is a stated goal of the DIAP. In response:

- DPS expanded its training and resources related to diversity and inclusion issues.
- DPS offered opportunities for its staff to gain hands-on training to tackle issues relevant to supporting a diverse campus community.

E. KNOWLEDGE

Data collection

The DIAP calls for more robust and extensive data collection in order to accurately

provide benchmarks from which to measure Brown's progress in achieving a fully diverse and inclusive community. To meet this goal:

- The University created the DIAP Diversity Dashboard, an online, interactive data visualization system, which illustrates year-by-year demographic data to track progress on the diversity of faculty, students and staff.
- A working group formed in May 2016 to review current demographic data collection and reporting processes, particularly related to diversity and inclusion. The group discussed measures to improve data collection, including development of additional mechanisms to collect new data on self-reported identities. The group has also considered new approaches to reporting disaggregated data.

Climate study

The DIAP called for a university-wide climate study to establish a baseline assessment of the current campus climate. In spring 2016, the University piloted a series of studies to track progress on climate issues for students, faculty and staff.

The Office of Institutional Research has made publicly available on its website the study tables representing overall climate for [staff](#), [faculty](#) and [students](#). The online tool allows filtering of the results by various measures, including gender and HUG representation.

While overall findings indicated that most students felt they were treated with respect by faculty, administrators and students, there were striking disparities by race/ethnicity, gender and sexual orientation, as well as faculty or staff status. The faculty climate results (from the Collaborative On Academic Careers in Higher Education survey) indicated that faculty members were generally highly satisfied with climate on campus. However, the climate study for staff showed significantly fewer respondents who felt treated with respect by faculty. And fewer respondents felt that the administration was interested in hearing ideas and opinions from staff.

In the coming year, climate issues for staff, students and faculty will be more fully unpacked through qualitative studies conducted by OIDI, which will provide more specific data and nuanced understanding of the factors that contribute to climate issues for diverse groups at Brown.

F. ACCOUNTABILITY

As stated in the DIAP document “responsibility for effecting change rests with all members of our community.” The accountability aspect of this report describes the mechanisms and systems in place to ensure we’re living up to the promise of the DIAP and achieving the concrete actions outlined in the report.

Oversight of DIAP progress

Since the release of the university-wide DIAP, a number of committees have been

charged to provide oversight of DIAP progress:

- President Paxson charged the Diversity and Inclusion Oversight Board (DIOB) to annually review the progress of the University on its DIAP goals and to also review progress made by departments and schools on their DDIAPs.
- The ad hoc Committee of the Corporation on Diversity and Inclusion, the Committee on Faculty Equity and Diversity (CFED), and the President's Diversity Advisory Council (DAC) provide feedback on reports on DIAP progress.

Departmental action plans (DDIAPs)

The DIAP charged all academic, administrative and student-facing departments and centers to develop multiyear plans for diversity and inclusion (Departmental Diversity and Inclusion Action Plans, or DDIAPs). The departmental plans submitted over the past year establish each department's goals on faculty and student diversity as well as the department's contributions toward the creation of an inclusive environment on campus.

Through DDIAPs that spanned the academic disciplines and the spectrum of administrative functional areas, the individual departments outlined initiatives to diversify the Brown community; created inclusive processes for engaging faculty, students and staff on issues of race, ethnicity, power and privilege; developed models for accountability that outlined how work on their specific priorities would be carried out; and created community-building activities that allow for ongoing feedback and sharing of perspectives and best practices.

Yet there continue to be challenges in implementing DDIAP efforts. Specific issues include limited resources of time and money; the need for more relevant professional development; sustaining departmental engagement in the DDIAP process; the need for feedback mechanisms; and financial support and resources for graduate students. In summer 2016, the Office of Institutional Diversity and Inclusion and the provost convened a series of meetings with chairs of all academic departments to diffuse best practices. OIDI will continue to closely monitor these efforts and provide guidance and feedback to departments.

The DDIAPs will be reviewed annually by the provost, relevant deans and the vice president for academic development, diversity and inclusion, along with the DIOB. Annual reviews of DDIAP progress reports will allow OIDI to measure departmental progress and ensure overall accountability.

To develop the individual DDIAPs, the University community took these steps:

- OIDI worked with departments in the development of individual DDIAPs and supported the implementation of departmental initiatives and programs.
- Academic DDIAPs were submitted on June 1, 2016, and an academic committee reviewed the plans in summer 2016. The academic DDIAPs can be found [here](#) on the

OIDI website.

- Administrative DDIAPs were submitted on September 1, 2016, and a separate committee conducted reviews in fall 2016. These DDIAPs can be found [here](#) on the OIDI website.
- Every academic and administrative unit received a review letter from the relevant review committee. The letters provided concrete suggestions to improve the plans. In response, departments refined their DDIAPs.
- At the end of November 2016, OIDI asked academic departments to provide a brief update of their DDIAP work to date. (A similar undertaking is scheduled for March 2017 for administrative units.)

The Office of Institutional Diversity and Inclusion

The DIAP called for the University to expand resources for OIDI in recognition of that office's role in guiding and supporting progress on diversity and inclusion goals. In response to this priority:

- OIDI received additional resources to hire a director of university inclusion programs, who will assist in the development of DDIAPs and other programs.
- A graduate student and two undergraduate fellows are working with OIDI to provide support for professional development initiatives, website management, data collection and analysis and programming support.

Title VI policy

The DIAP called for improved Title VI communications to support the community in confronting issues of discrimination on the basis of race, color or national origin. In response to this goal:

- A working group undertook a comprehensive review of Brown's Title VI policy and procedures, governing compliance with federal regulations prohibiting discrimination on the basis of race, color or national origin. OIDI shared a report with the president at the end of the fall 2016 semester.
- In 2016 OIDI offered workshops for faculty and staff to understand bias incidents and resources for individuals who experience these incidents.

II. Looking ahead

The Diversity and Inclusion Oversight Board will continue to meet regularly during the 2016-17 academic year. After reviewing the preliminary data on diversity and inclusion gathered for this report, as well as synthesizing general strengths and weaknesses of DDIAPs, the DIOB has provided a set of recommendations addressing future progress on the DIAP and accountability to its vision and goals. The recommendations submitted to the president and provost will be posted as a memo with this report.

Total spending toward implementing the DIAP in the FY18 budget is approximately \$5.2 million. This is in addition to \$3.35 million in one-time spending planned for FY18 to advance Brown's diversity and inclusion goals, building on the more than \$8 million committed in the previous year.

Among new initiatives in the coming year:

- The Excellence in Research Mentoring Award will launch in spring 2017 to recognize the contributions of Brown faculty in supporting undergraduate research and to commend those helping diverse students realize their scholarly potential.
- Additional mentoring network initiatives will be piloted in spring 2017, including a LifeWork Forum and LifeWork Connections programs.
- Prominent scholars of color will be invited to campus to give lectures and meet with early career scholars to initiate possible collaborations.
- OIDI will offer additional training to help faculty recognize bias incidents. New online training will be provided for graduate students, as well as more effective communication of policies and procedures for the entire community.
- A series of focus groups consisting of undergraduate and graduate students, faculty and staff will be convened during spring 2017 to provide more nuanced analyses around the lived experiences and perspectives of different groups on campus.

Overall, this 2016-17 DIAP annual report indicates there has been a concerted effort campuswide to thoughtfully work toward development of programs and initiatives to fulfill the goals of university-wide DIAP and departmental action plans. Over the past year, Brown's faculty, students and staff learned a great deal about the rigors of the work ahead. The Brown community worked to build a strong foundation onto which to build steady progress over time.

Although some of the capacity-building efforts have been slowly implemented, there has been an indication of initial progress toward the DIAP goals of increasing the HUG composition among our faculty and students. That said, there is still work to be done to significantly increase HUG staff representation. Brown's recruitment/outreach, hiring practices and retention efforts need to be intentional, focused and sustained over the long term for these efforts to have significant impact over time. Also, as referenced in the report, climate issues for staff, students and faculty need to be more fully assessed.

Implementing a comprehensive DIAP as Brown has committed to do is now even more essential as our higher education environment must strive to meet the complex demands of ever more diverse students, faculty and staff. The progress made may be slow at times, but the hope is that this progress will be robust and sustainable.

The efforts described in this annual report were made possible through the hard work, time and energy of countless students, staff and faculty who have fully embraced and been committed to the DIAP goals. Their dedication to this work is a testament to the strength of the Brown community's commitment to diversity and inclusion.