



INSTITUTE at BROWN
for Environment & Society

Diversity and Inclusion Action Plan

Table of Contents

Process	2
Mission and Structure	2
Historical Context	4
Climate and Culture	5
Representation	6
Undergraduate Students	7
Graduate Students	7
Postdocs	7
Staff	8
Faculty	8
Undergraduate Curriculum and Programming	9
Discussion Themes for Next Year	10
Data Collection	10
Engaged Scholarship	10
Mandatory Courses and Course Content	11
Mandatory Training for Faculty, Postdocs, and Student	11
Spaces	11
Summary of Actions	11
Tracking Progress	12
Appendix A : 2015-2016 IBES Events	13
Appendix B: Student Committee Representatives' Outstanding Discussion Items	13

Process

The Institute at Brown for Environment and Society convened a committee of faculty and students to address the development of the IBES Diversity and Inclusion Action Plan (listed below). The Draft plan was discussed extensively in a public forum on Thursday 19th May. Following the forum, some revisions were made by IBES faculty and staff, who then voted to adopt the plan going forward with the following results: Faculty: 13 Yes, 0 No, 0 Abstain, 0 Absent; Staff: 6 Yes, 0 No, 1 Abstain, 2 Absent.

Committee: Kailani Acosta (ENVS concentrator), Ximena Carranza Risco (ENVS concentrator), Paula Dias (PhD candidate, Anthropology), Scott Fricke (Associate Professor, Sociology and IBES), James Kellner (Assistant Professor, EEB and IBES), Chris Kelly (Graduate Student, DEEPS), Dov Sax (Deputy Director for Education, IBES, and Associate Professor, EEB and IBES), Leah VanWey (Interim Director, IBES, and Associate Professor, Sociology and IBES)

Mission and Structure

The Institute at Brown for Environment and Society (IBES) was founded on 1st July 2014, combining existing human and other resources on Brown's campus to offer a revised undergraduate curriculum in Environmental Studies and Sciences (ENVS) and to serve as a hub for research activities on environmental topics. IBES seeks to conduct innovative and transformative research on linked social and environmental processes, prepare and educate future leaders to understand and holistically manage complex social and environmental systems, and foster dialog and collaboration on the environment across academia, publics and leadership around the world.

Across three separate statements distributed publicly on IBES website and materials, IBES faculty, staff and students affirm our commitment to three complementary goals. These goals build on Brown's mission to "serve the community, the nation, and the world."

- First, IBES "supports **research** to understand" interconnected social and environmental systems.
- Second, the "**teaching** programs prepare future leaders" to address environmental challenges.
- Third, the Institute engages. Dedicated to "**making an impact**," IBES students "*are actively engaged in solving the sustainability challenges we face today - in the classroom and the community, locally and globally*" while faculty "tackle complex sustainability challenges" that *contribute to building a more just and sustainable world.*

Although these goals are distinct, they interconnect and build upon each other.

Three guiding values characterize our pursuit of the above goals:

- *Environmental issues affect the most vulnerable first and worst*, and therefore IBES members "focus our efforts on the people and systems most at risk." Furthermore, we encourage research and educational activities that promote the contributions of indigenous, marginalized, and otherwise at-risk people to the study of the environment.
- *Human and natural systems are interconnected, interdependent, and inseparable*. We recognize the fallacy of a pristine, untouched nature to be conserved. We acknowledge human impact on the environment and therefore on future generations. Human health, equity, wellbeing, and justice cannot exist without sustainability, and vice versa. Thus, students, faculty and staff are committed to building a world that is both "just and sustainable."
- *Interdisciplinary, integrated approaches optimize researcher capacity*. IBES welcomes many forms of understanding, including humanities, arts, social sciences, life and natural sciences, and

local and traditional knowledge, into the scholarly sphere. Interdisciplinary collaboration enhances research and education across all levels.

Again, although these values are distinct, full embodiment of each one enhances the realization of the others.

IBES has a relatively unique structure on Brown's campus that affects our approach to diversity and inclusion planning. We briefly outline here the various Brown constituents and their extent of obligation or opportunity to participate in the IBES community, as this structure affects how we think about diversity and inclusion within IBES.

Undergraduate Students: IBES houses concentrations in environmental studies and environmental sciences, and these concentrators are the primarily undergraduate constituency to whom we address ourselves. We additionally view some of our courses and programming (seminars, conferences) as providing a service to the larger Brown community by providing accessible material on environmental topics to those interested but not concentrating in ENVS.

Graduate Students: Graduate students are not admitted by IBES, but instead by Brown PhD programs; we currently accept affiliations only from students accepted to PhD programs and not masters programs. Recognizing that in some fields, students may share theoretical (rather than topical) interests with advisors, or relevant faculty may have chosen not to affiliate with IBES, IBES currently accepts graduate affiliates from departments in which we have affiliated faculty regardless of whether the student's advisor is an IBES Fellow.

Staff: IBES staff members include those who work with the entire Institute (listed under Administration on our website), and also those who work with subsets of the Institute. The latter include primarily research staff, who help one or more faculty with research activities, but also often train and work with students.

Postdocs: As with staff, IBES houses postdoctoral fellows that are recruited centrally (the Voss postdoctoral fellows) and those who are recruited by individuals or small groups of faculty. All postdocs are mentored by one or more faculty members. One of the hallmarks of our approach to the integration of research and education is that these postdocs also work closely with students, both undergraduate and graduate.

Faculty: IBES houses a small faculty (those named as Institute Fellows) to offer ENVS courses (and core courses in the ENVS curriculum), provide ongoing service to the Institute, and steer the broad research directions of IBES. These faculty include lecturers, who are appointed only in IBES and primarily teach, and tenure track faculty, who are jointly appointed with a tenure-granting department and combine teaching and research. One ongoing challenge that we discussed several times in the DDIAP committee is that these tenure track faculty are evaluated for tenure in both IBES and their home departments; this implies that the scholarly activities of the Institute are equally focused on the advancement of bodies of theory and research within disciplines, and on the interdisciplinary study of the environment. This may result in times in the perception of a mismatch between student interest and goals and faculty expertise, even though high quality interdisciplinary and engaged research is fundamentally rooted in disciplinary practices and traditions. IBES faculty needs to do more to make these connections more apparent and tangible in ways that promote scholarly excellence among our faculty and students. IBES also has a larger body of affiliated faculty (those named as Elected Fellows) who participate in events and conduct related research and teaching, but who do not have a long-term obligation to the ENVS curriculum or to IBES.

A critical element of the vitality and success of the IBES program of research, teaching and engagement is the diversity of our scholars at every level. This diversity is represented by all of the ways in which we differ – our intellectual frames, our ethnicities, our challenges, our genders, our sexual orientations, our ages, our cultural and social contexts, and so many more. We develop this IBES Diversity and Inclusion Action Plan as a living document reflecting our ongoing commitment to diversity, including but not limited to the representation of historically underrepresented groups, and inclusion and openness to multiple ways of knowing and valuing the environment.

Historical Context

The recent history of IBES has included efforts on the part of students and faculty to promote diversity and inclusion in the Institute. Some of these efforts have been publicized and others less so. This list represents a partial accounting of them.

1. [Report of the Committee to Review the Environmental Studies Concentration](#) (February 2013)
2. [Statement by concerned students](#) (March 8th, 2013)
3. [Brown Divest Coal Movement was rejected by the Brown Corporation](#) (November 2013)
4. IBES implementation plan includes statement on diversity aspirations for faculty and staff (2014)
5. IBES partners with The Nature Conservancy RI LEAF program to provide mentorship and training to a group of students from Central Falls High School each year (organized by Dov Sax in IBES) (2014-)
6. Letter on [Diversity in ISES Faculty](#) (October 14th, 2014)
 - a. 182 students signed on
 - b. 3 faculty
7. Starting in 2014, IBES regularly supports Timmons Roberts' course that takes students to the UNFCCC COP, including supporting the work of the Least Developed Nations at the COP
8. IBES institutes Institute-funded summer earnings waiver for students on financial aid who would be unable to take internships/summer research because of summer earnings requirement (Summer 2015)
9. [Bustos '16, Murphy GS: On race, the environment and confronting bias](#) Brown Daily Herald op-ed (November 2015).
10. IBES co-sponsors with OIDI Young Scholars Conference (initiated April 2015, led by IBES core faculty Meredith Hastings) to provide professional development opportunities to a range of Brown and non-Brown graduate students and recent graduates across a number of physical and life science fields represented in IBES (to be held May 2016).

In addition to this list of organized activities by groups of community members, individual faculty members incorporate issues of inclusion, diversity, environment and inequality, justice, and community engagement into their teaching and research activities both in Providence and in sites around the world.

Within the IBES diversity and inclusion action plan drafting committee, we also discussed aspects of the histories of fields represented within IBES. This discussion was the beginning of a discussion that we will revisit about the intellectual mission and thus historical legacy on which the Institute builds. We discussed three histories/legacies, and how IBES doesn't exactly fit with any of them. These were environmentalism, environmental studies, and environmental science.

Environmentalism as a social and political movement is an individual and communal pursuit of many IBES community members. As student groups have pointed out, and a rich research tradition shows, environmental movements have largely been white and upper class, and have served to erase, displace, or marginalize poor people and people of color. We must recognize this legacy as we pursue our own environmentalist activities individually or through student groups such as emPOWER. Such political

activities, however, are not core to the mission of IBES; IBES is dedicated to providing a scholarly foundation, including through applied research projects in service to community groups or policy-makers, for addressing environmental challenges.

While many IBES community members are motivated by personal environmentalism, the content of the undergraduate curriculum was historically drawn from the fields of Environmental Studies and Environmental Sciences (names which our degrees still hold). Both of these fields are characterized by the interdisciplinary study of problems and processes in the environment, with foci on linked human and natural systems in environmental studies or linked physical and biological processes in environmental sciences. Both of these fields have well-established foundational texts and sets of methods, and also a problem orientation. The early curriculum of the Center for Environmental Studies at Brown merged these two approaches, providing training in both how to think about environmental problems in social and environmental context and how to link this to the study of biological and physical systems.

The faculty recruitment under Ruth Simmons' Plan for Academic Enrichment (PAE), and the subsequent revisions to the curriculum (both piecemeal revisions and the complete restructuring in 2013), introduced an approach to the teaching of environmental studies and sciences that prioritizes disciplinary excellence, engaged problem-oriented scholarship, and an integration of active research with teaching. With the exception of lecturers, faculty are hired jointly with tenure-granting disciplinary departments on campus. As such, faculty are expected to make strong research contributions to the core of their disciplines as well as studying environmental challenges from interdisciplinary perspectives. At the same time, the restructuring of the curriculum in 2013 set an explicit goal of bringing the cutting edge of faculty research into the curriculum. Further, the curriculum was revised to provide the training necessary for students to participate in faculty research, to design their own research, and to be effective and innovative agents of change in the private and public sectors. This involves education that embodies disciplinary depth and skills development in combination with collaboratively-based multidisciplinary approaches.

This evolving approach to undergraduate education in environment has led to some confusion about the mission and approach of the curriculum. Students and faculty don't necessarily see the curriculum in the same way. In addition, this approach brings together faculty from widely varied disciplinary backgrounds and research approaches. This is our strength. Nevertheless, IBES is still young and needs to work to develop a shared understanding of the multiple questions, methods and standpoints present in our community.

Climate and Culture

At the core of our discussion of inclusion is the difficult-to-measure issue of how welcome people from a range of personal and intellectual backgrounds feel in our physical spaces, courses, and academic conversations. Creating a welcoming community while staying true to our academic mission is the basis on which we will diversify our viewpoints, our community members, and ultimately the international community of environmental researchers, teachers and practitioners. To this end, in addition to continuing the discussion of multiple questions and methods, we commit to the following actions specific to the support of students in our community. In addition, we commit to modifications to the curriculum and ongoing data collection activities described elsewhere in this document.

Action: We will institute a program of peer-to-peer support for students (undergraduate and graduate) seeking advice navigating the Institute, such as negotiating relationships with advisors or mentors, finding funding opportunities/senior capstone project planning, seeking support or accommodations for health or disability challenges, and accessing appropriate resources for incidences of bias or harassment. Students providing this support would be provided training on available services and offices on campus.

Undergraduate students would apply for these positions, and would be paid for this peer-to-peer mentoring. When possible with the pool of student applicants, peer-to-peer mentors would be selected to represent a range of personal identities. Students will be expected to provide a total of 12 hours a week of office hours or meetings for support. We will review the usage of these support services every semester and adjust staffing accordingly.

Graduate student concern centered around the lack of transparency in decision-making about funding for both fellowships and research travel and training grants. This lack of transparency led to some views among some students that either certain types of research were favored or that the priorities of certain faculty (especially the IBES leadership) determined funding. A review of the outcomes of these funding decisions shows that this is not the case (successful proposals come from across the departments represented in IBES, and funding goes to a wide range of activities and students).

Action: We commit to make explicit criteria for these funding decisions, to be contained in the call for applications, and to make more widely-known the outcomes of such decisions. We also commit to provide feedback on unsuccessful student fellowship applications to increase transparency and allow students to effectively revise their applications from year to year.

Representation

Each racial and cultural identity faces its own unique barriers to accessing environmental programs and spaces (for example, Black, Latinx, indigenous, and international students, among others). These identities are differentially underrepresented within IBES. In our analysis, more marginalized racial groups are not erased through the catch-all term “People of Color”. Beyond the university’s focus on historically underrepresented racial and cultural identities, we have a range of axes on which we consider diversity. We seek to represent additional dimensions of diverse experience, including economic background, disability, sexual orientation, gender identity, women in STEM fields, and nativity (country of birth). These identities are not routinely measured by the university – except nativity, on which our faculty show higher representation than the university faculty but on which our undergraduates show lower representation. We know anecdotally that the axes of sexual orientation, disability, women in STEM and to some extent, economic background are represented across the IBES faculty. However, we cannot compare these axes to other departments or to applicant pools, or match faculty data to student data. Nor do we have systematic data on any axes apart from race and gender.

Cross-cutting these personal identity axes, a diversity of intellectual backgrounds and approaches is core to our interdisciplinary mission; we seek to represent a range of natural sciences and social sciences, seeking out scholars with multiple epistemological and methodological approaches in their scholarship. With the recent hire of two historians, IBES core faculty now cover research and educational topics from humanistic to social scientific to natural scientific ways of knowing as well as indigenous ways of knowing; they also cover research approaches from applied (driven by questions from partner communities and organizations) to basic scholarship (focused purely on advancing theory in a given field). Our graduate and undergraduate students similarly cover a range of approaches and methods.

Following the university’s definitions of historically underrepresented groups (HUGs), IBES has a mixed record of success in recruiting a diverse group across our various communities: undergraduate and graduate students, postdocs, staff, and faculty.

Undergraduate Students

According to the university's data, IBES has recently graduated a body of undergraduate students from the ENVS concentrations that is broadly consistent with university-wide levels of diversity. Table 1 shows how the representation across university-collected markers of identity of our graduating seniors compares to the body of graduating seniors in each of the past three years (beginning before the founding of IBES). In all years, IBES graduates exceed the university-wide representation of both women and HUGs. We fall short, however, of university-wide population values in our representation of international and Asian students, and have mixed comparisons to the university on mixed-race students.

	2013		2014		2015	
	Baccalaureate Recipients	ENVS AB/ScB Recipients	Baccalaureate Recipients	ENVS AB/ScB Recipients	Baccalaureate Recipients	ENVS AB/ScB Recipients
% Female	52%	73.4%	52%	71.7%	51%	75%
% HUG	14%	16.3%	15%	22.6%	16%	17.5%
% Asian	14%	8.2%	13%	7.5%	11%	5.0%
% 2+ races	4%	6.1%	5%	3.8%	5%	2.5%
% Internat.	10%	4.1%	11%	1.9%	12%	2.5%
% Unkn.	10%	16.3%	11%	15.1%	11%	20.0%
% White	48%	49.0%	46%	49.1%	46%	52.5%

Table 1

We do not propose numeric targets to increase representation of specific groups. Instead, we focus on activities to improve the climate (previous section), through broader representation across all IBES constituents described below, and more actions to broaden the curriculum (next section).

Graduate Students

Because IBES cannot influence graduate admissions in affiliated departments, we have a goal ensuring that representation among our graduate students matches that of our partner departments. Affiliated departments are undertaking independent avenues by which graduate student diversity will increase: co-sponsorship of summer research experiences for extra-institutional undergraduate HUGs, deliberate HUG-society engagement, and broader, more inclusive advertising endeavors. These efforts, to which existing IBES faculty fellows are contributing, will concomitantly lead to a more diverse IBES-affiliated graduate student cohort moving forward.

Action: We have not collected data on race/ethnic self-identification among IBES-affiliated graduate students. We will collect such data in the next year, so we can compare our representation of HUGs and other target groups to their representation within affiliated departments.

Postdocs

Postdocs in IBES include those hired on individual faculty research projects and those hired through Institute-run searches. Postdocs on faculty research projects are generally hired through very targeted, network-based recruitment for their specific technical or other expertise. We focus in this plan on the Institute-run searches in which we have some flexibility to select among a number of candidates, and in which Institute priorities can play a role. We currently recruit 2-4 of these postdocs each year, primarily through the Voss Postdoctoral Fellows program. In addition, in 2014, we recruited 2 postdocs through funding from the Cogut Center, and in 2015 we recruited 1 postdoc in partnership with The Nature

Conservancy. Of the 7 postdocs in residence, 5 meet university criteria for HUGs or target groups with limited participation in the academy – 1 is Latino and 4 are women in STEM fields. Mirroring our challenges discussed below in faculty searches, we have faced difficulty in recruiting people of color into postdoc positions.

As with the faculty, our primary goal is to diversify the pools of postdoctoral applicants in terms of race/ethnic categories. In the last two years, we have had no minority applicants to our Voss Postdoctoral Fellows program, despite extensive advertising in job newsletters and boards targeted at minorities in our fields.

Action: Actively recruit postdoctoral applicants from this year's Young Scholars Conference; and ask to set up a joint recruitment plan with the Presidential Diversity Postdoctoral Fellows program through OIDI.

Staff

IBES staff are composed of a mix of project staff (hired by faculty) and Institute staff (hired by Institute leadership to serve all community members). Project staff are hired on an as-needed basis, generally tied to grant funding. Institute staff include those who were previously staff in the Center for Environmental Studies and the Environmental Change Initiative, and those who have been hired since IBES was founded. We do not anticipate hiring any more Institute staff in the foreseeable future unless we have departures of current staff. The legacy staff from CES and ECI include two white women and one white man. The staff recently hired were hired following the diversity plan contained in IBES founding documents, and include one African-American woman, two white women, and one white man. This gives us a total Institute staff that is 71% female, and 14% from HUGs (slightly lower than the university-wide 18% HUG). For this group, we are focused on the goal of supporting the professional development of our existing staff (as encouraged in the university's DIAP).

Action: Continue ongoing training and professional mentoring for all staff. This has already resulted in two of our recently-hired staff being promoted to higher-grade positions in the less than two years they have been employed by IBES.

Faculty

We have been successful in recruiting faculty and postdocs from some but not all historically underrepresented or limited participation groups – we have excellent representation of women in the natural sciences. However, we have been less successful in recruiting faculty of color either as Institute Fellows or Elected Fellows. In recent years, faculty searches have yielded less diverse outcomes than is desirable, but committees have made proactive efforts to both diversify the pools (through outreach to members of the scholarly community) and include faculty from HUGs in the candidates considered. In each search, female candidates and those who appeared to be from HUGs were given an additional reading in the initial review of applications, and were included on long short lists for full faculty consideration at higher rates than their representation in the applicant pools. In the majority of recent searches, applicants from HUGs or target groups (women in STEM and AAPI in Humanities or Social Sciences) were included in the interview list at higher rates than they appeared in the applicant pool. These efforts are evident in data on representation of HUGs and women in pools and short lists that are confidential (by law) and cannot be displayed in this DDIAP.

In addition to regular searches, the university has recently started encouraging target of opportunity hiring, in which excellent candidates from HUGs or other limited participation groups are identified and recruited outside of regular searches. In the 2015-2016 academic year, IBES attempted to hire two faculty

of color through target of opportunity processes. Details are confidential, as are all personnel processes. One of these attempts was unsuccessful (the candidate accepted another position after extensive negotiation) and the other is ongoing.

Our overarching goal is to increase the number of faculty who self-identify as being a member of an underrepresented group. This goal is in the context of uncertain timelines for faculty recruitment. We have one position for which we plan to search in 2016-2017, and then will only be able to undertake new recruitments with fundraising success or faculty departures.

Action: Across all faculty searches, our goal is that all interview (short) lists will include people of color. In addition, short lists will seek to include where possible additional dimensions of diverse experience, including economic background, disability, sexual orientation, gender identity, women in STEM fields, and nativity. Through both searches and targets of opportunity processes, we will make a minimum of one third of all faculty hires from an under-represented group.

We face two primary challenges in increasing the representation of HUGs in applicant pools. First, the representation of scholars from HUGs is lower in the sciences than in the social sciences and humanities, and lower in environmental subfields in the social sciences than in many other subfields. Second, because our current faculty are relatively young (career stage), we are hiring primarily senior scholars, which which population HUGs are even more poorly represented.

In the face of these challenges, we are undertaking outreach activities to increase the diversity of pools in two ways. Informally, faculty are using their professional networks and researching new scholars who are participating in professional association meetings to identify potential applicants, and then reaching out to those applicants to encourage them to apply. In addition, we are formally networking and creating a community of potential applicants to our searches through a Young Scholars Conference being organized this month by IBES with support from the VP for Diversity and Inclusion. Beyond these efforts to diversify pools for regular searches, we are also actively pursuing target of opportunity hiring. As noted above, we had two such efforts this year, one that is continuing into next year.

Undergraduate Curriculum and Programming

Committee discussions of undergraduate representation centered on potential modifications to curriculum and programming. When the ENVS curriculum was revised in 2013, the Center for Environmental Studies (and the larger university) did not have the capacity to fill a track within the ENVS concentrations on environmental justice or inequality. This has been an ongoing point of discussion, and a lack that some suggest has resulted in a loss of potential concentrators from historically underrepresented groups. With recent hiring in IBES and recent additions to regular offerings, we believe that we can support such a track.

Action: We will convene a committee of faculty and students in the Fall of 2016 to design a track in environmental justice and inequality, with the goal of having it approved by the College Curriculum Committee in time for concentration declarations in the Spring of 2017.

Representation of students of color and students with a focus on issues of environment and inequality among TAs in ENVS courses is an important element in improving the climate across IBES. Because of the selection process for the small number of graduate TAs in the program (and the fact that IBES has no control over admissions to PhD programs from which we draw TAs), we will focus on our undergraduate TAs.

Action: We will collect data on the undergraduate TAs with a goal of ensuring that the diversity of representation among TAs matches our concentrators. This will serve the dual purposes of ensuring that students in courses see TAs of color and providing mentoring and a potential pathway to graduate school for TAs.

Events sponsored by IBES also need to continue to engage with issues of environmental justice. We include as an Appendix a list of all IBES-sponsored events (involving speakers, with IBES leading the organizing) in the 2015-2016 academic year. More than half of them had inequality content.

Action: We will continue to collect data on events going forward to ensure that inequality topics are represented in a minimum of one third of IBES events.

Graduate students have opportunities to connect with the IBES community through tea times, socials, our seminar series, and our annual retreat. A few graduate affiliates described a perceived formal atmosphere of socials. There was widespread sentiment that, while IBES is a source of funding, activities that promote interdisciplinary communication and learning among smaller groups is needed. Students enjoy intellectual community in their individual lab groups, but not in groups that are small enough to foster cross-disciplinary conversation. We will explore the possibility of using the research themes for this purpose, or developing other mechanisms for convening interdisciplinary groups of students for collaborative learning. At this moment, we do not have the faculty capacity to offer graduate coursework, but we may have this option in the future. Prospective community development via cross-disciplinary dialogue will also help create a more inclusive environment.

Discussion Themes for Next Year

As in all discussions of diversity and inclusion, there were points of disagreement within the committee and the larger community, and points on which we needed more data before we could come to a conclusion. The committee decided that, rather than producing a consensus report that erased these disagreements, we would note here the key points on which there was broad disagreement or incomplete discussion. We have organized these points into broad categories and plan to continue discussions on these in the coming year. Specific student requests are listed in Appendix B.

Data Collection

We plan additional data collection as listed in action items before deciding on explicit goals. In addition, we plan to collect data on course expenses and mandatory activities that might interfere with work obligations. Further, we plan to collect data on climate in two ways; the Dean of the College is overseeing the development of climate questions to be added to online course evaluations, and we plan an anonymous climate survey in IBES next year. These data collection activities will inform discussion moving forward.

Engaged Scholarship

The definition of engaged scholarship, the relationship between IBES and the Swearer Center, and the role of IBES in scholarship in service of communities in Providence and RI, all remain open questions. In the committee, discussions covered issues of the responsibility of Brown for redressing legacies of historical impacts in RI, the differences between engaged scholarship and advocacy, and the academic freedom of faculty to determine content of courses and research activities. We plan to revisit this discussion in the fall to explore the issues more deeply, and to come to a consensus on whether this plan

needs to include action items on engaged scholarship, or whether this lies outside the scope of this process.

Mandatory Courses and Course Content

Committee discussions covered the possibility of adding an additional mandatory course covering issues of environmental justice/inequality/racism, and/or the addition of course material on these topics to existing core courses. The committee did not reach a consensus on this issue. In brief, the committee discussed the desire to not add more required courses, the academic freedom of faculty to determine their course content, the lack of systematic information on what is actually in courses, and the challenges of integrating such material into courses. We do plan to have a course to be taught in coming years by one of our new historians on Environment and Inequality. We hope to revisit this discussion in the fall.

Mandatory Training for Faculty, Postdocs, and Student

As in the discussion of mandatory inclusive pedagogy, there was disagreement in the committee about the balance between mandatory activities and the academic freedom of community members to pursue their work in the way that they choose. In addition to the discussion of these general issues, and the university's view on the lack of efficacy of mandatory training programs, there was concern among committee members about the feasibility and cost of conducting training specific to a large number of field sites around the world.

Spaces

Discussions about spaces in environmental studies have a rich history, including debates about the move or removal of the UEL and discussions about who has access and feels welcome in both 85 Waterman St and the UEL. These discussions in the committee considered undergraduate and graduate students. These discussions were inconclusive, and reflected not only disagreement among the committee members but also disagreement within some constituent groups. We will continue these discussions in the fall, but a specific action concerns the kitchen and conference rooms in the IBES building at 85 Waterman St as follows. We recognize that this is required but not sufficient – the process of developing more gathering spaces is ongoing.

Action: ENVS undergraduate concentrators, IBES-affiliated graduate students and postdocs will be informed by email at the start of each semester (i) that they can request key card access to the IBES Building kitchen and (ii) the process for reserving meeting room space in the IBES building.

Summary of Actions

1. We will institute a program of peer-to-peer support for students (undergraduate and graduate) seeking advice navigating the Institute.
2. We will make criteria for graduate fellowship funding decisions explicit in the call for applications. We will make more widely-known the outcomes of funding decisions. We also commit to provide feedback on unsuccessful student fellowship applications to increase transparency and allow students to effectively revise their applications from year to year.
3. We will collect data on race/ethnic self-identification among IBES-affiliated graduate students in the next year, so we can compare our representation of HUGs and other target groups to their representation within affiliated departments.

4. Actively recruit postdoctoral applicants from this year's Young Scholars Conference; and ask to set up a joint recruitment plan with the Presidential Diversity Postdoctoral Fellows program through OIDI.
5. Continue ongoing training and professional mentoring for all staff.
6. Across all faculty searches, our goal is that all interview (short) lists will include people of color. In addition, short lists will seek to include where possible additional dimensions of diverse experience, including economic background, disability, sexual orientation, gender identity, women in STEM fields, and nativity. Through both searches and targets of opportunity processes, we will make a minimum of one third of all faculty hires from an under-represented group.
7. We will convene a committee of faculty and students in the Fall of 2016 to design a track in environmental justice and inequality, with the goal of having it approved by the College Curriculum Committee in time for concentration declarations in the Spring of 2017.
8. We will collect data on the undergraduate TAs with a goal of ensuring that the diversity of representation among TAs matches our concentrators.
9. We will continue to collect data on events going forward to ensure that inequality topics are represented in a minimum of one third of IBES events.
10. ENVS undergraduate concentrators, IBES-affiliated graduate students and postdocs will be informed by email at the start of each semester (i) that they can request key card access to the IBES Building kitchen and (ii) the process for reserving meeting room space in the IBES building.

Tracking Progress

Finally, we commit to the following timeline of activities to track our progress on this plan.

- | | |
|--------------|---|
| June 2016: | Post the approved IBES DDIAP on the IBES website at a location password protected to the Brown community. |
| Fall 2016: | Convene faculty-student-staff DDIAP committee to track progress on Action Items |
| Spring 2017: | DDIAP committee will review Outstanding Themes |
| May 2017: | Revise DDIAP with progress reports and updated goals, post to website |

Appendix A : 2015-2016 IBES Events

(excluding job talks, lunches/socials with no programming, co-sponsored events):

10/2/15	* IBES Guest Seminar: China's Push for Hydropower Development: What Does it Mean for Ecosystems and People?
10/16/15	* "How Climate Challenges are Impacting Security Worldwide" with Sir Peter Westmacott
10/22/15	ENVS Guest Lecture: Harness the Sun w/ Philip Warburg
11/10/15	Guest Lecture: Will International Climate Treaties Spur New, Green Technology?
11/19/15	* ENVS Summer Funding Presentation w/ Student Presenters Camilla Bustos, Sophie Duncan, Sophia Kunselman, Timothy Whalen
12/4/15	IBES Seminar: Nanotoxicology: All nanoparticles are not created equal—Using nanoparticle chemistry to develop sustainable nanotechnology
2/5/16	IBES Seminar: Forest carbon cycling at multiple temporal scales
2/18/16	ENVS Lunchtime Seminar w/ Guest Speaker Grant Glovin
3/17/16	* ENVS Lunchtime Seminar w/ Guest Speaker Dana Graef
4/8/16	IBES Seminar: Monitoring Tropical Forest Dynamics in the Era of Global Change
4/27/16	* Guest Lecture: Managing Uncertainty: The Politics and Optics of Risk in US Chemical Regulations
4/28/16	* ENVS Lunchtime Seminar w/ Guest Speaker Anna Aizer
4/28-4/30/16	* Atmospheres - Earth, Itself 2016

* indicates Environment and Inequality content

Appendix B: Student Committee Representatives' Outstanding Discussion Items

1. Stronger and more personal advising for ENVS concentrators or possible concentrators.
2. All expenses must be listed in the syllabus. Lectures, conferences, and out-of-class events cannot be mandatory (or, must be extremely flexible) to include students who work jobs.
3. Engagement with issues of environmental injustice in Providence and Rhode Island, especially in low-income communities in all classes through a lens engaging with how Brown has created and continued to perpetrate these inequalities.
4. Integrate critical discussions of the Swearer Center into Engaged Scholarship courses in order to understand the power dynamics inherent in engaging with the Providence community and specifically how Brown, and the Swearer Center in particular, encourages savior complexes while covering its own history of perpetuating inequality. It is essential to keep open channels of communication with local organizations already working on these issues and build horizontal relationships with these networks.
5. Acknowledgement and critical discussion of issues of environmental injustice in Providence and Rhode Island, especially in low-income communities in all concentration tracks with the end goal of building a healthy, Providence/Rhode Island-centered relationship with the greater area, utilizing Brown resources to promote environmental justice for these communities.
 - a. Some issues include but are not limited to lead toxicity and testing, the SPECTRA pipeline, the Fields Point LNG project, Brown's settler colonial relationship with the Wampanoag and Narragansett nations and the trans-Atlantic slave trade, carbon taxes in Providence, the I-95, gentrification in Providence, and local environmental policy.

- b. Integrating Brown's relationship to the Providence community into IBES' Engaged Scholarship as it pertains to historic oppression (i.e. slave trade, usurping Native lands) and current inequality in Providence (i.e. expansion into the Jewelry district, segregation, displacement over the past 50 years)
 - i. Unit on the Non-Profit Industrial Complex (with an emphasis on Providence).
 - ii. Connecting the slave-trade and narratives of discovery to the formation of "environmental" study and natural history.
- 6. Mandatory core class for all ENVS concentrators that center on issues of race, class, gender, and other identities and their relationship to environmentalism, environmental social justice, and climate change.
 - a. The class should also discuss the history of environmentalism and must center on indigenous, Black, international, and most vulnerable people's relation to environmental problems and oppression.
 - b. This class must engage in issues of neocolonialism, imperialism, capitalism, and nationalism, and their impacts upon marginalized peoples through an environmental lens.
 - c. At present, ENVS0490, ENVS0495 and ENVS0110 do not do this to any extent and must not be used to fulfill this demand unless radical changes to the classes are made.
- 7. There must be a dedicated space for undergraduates, separate from 85 Waterman, in order to foster community and collaboration. This means preservation of the Urban Environmental Lab or construction/allocation of a new space to serve equivalent functions should the UEL eventually be demolished. The UEL serves as a hub for various DDIAP-related concerns, such as emPOWER meetings, Market Shares, community building, and addressing department-wide concerns. It also provides a space for forging connections, formally and informally, between the ENVS program and the rest of Brown's environmentalist community.