Appendix D
Summary of Community Input

1. Introduction
On November 19, 2015, President Christina Paxson shared with the Brown community a working draft of Pathways to Diversity and Inclusion: An Action Plan for Brown University (DIAP). She invited students, faculty, and staff to share their input through an online form. The online form closed on January 8, 2016, collecting a total of 162 submissions. In addition, the President, Provost, and other senior administrators received several email responses to the plan from various groups of students, faculty, staff, and alumni, as well as from departments and numerous other individuals. In parallel to this process, senior leadership also convened a number of open forums with various community groups from within and outside the University (i.e., faculty, students, staff, and the Providence community) to solicit input and questions on the proposals outlined in the plan. This appendix to the DIAP provides a high-level summary of the feedback received through these various channels and highlights the ways in which the University addressed campus input in the revised Pathways to Diversity and Inclusion and the plans for its implementation. The Campus Input section of the DIAP website has a detailed summary of input —listed in the form of proposals—shared during the feedback process.

Analysis of the community’s input reveals a rich, substantive conversation centered on issues of diversity and inclusion. The comments from students, staff, faculty, alumni, and members of the Providence community provided important suggestions for how to improve the working document. They also highlighted the deep commitment that members of the Brown community have to making our campus truly diverse and inclusive. Equally striking, the input and recommendations we received on the plan underscored the strong desire from members of the community, no matter their affiliation or graduation year, to engage in this important conversation and to be engaged in the process of finalizing this plan and implementing it in the months and years to come.

2. Process Summary
Feedback from the Brown community included 162 online submissions and 35 emails. The last section of this appendix provides an overview of the different forums and sources of written commentary that also contributed to the plan. The input came in the form of comments on, and amendments to, the draft DIAP; specific edits; requests for clarity or more explicit detail on specific aspects of the draft; and new proposals. The Office of the Provost reviewed every submission received through the channels outlined above and collected them in a database. Each submission was categorized into one of several thematic areas and then further refined by subcategories to identify similarities and trends. In many cases, an individual or group’s comments that touched upon several points were disaggregated into multiple individual submissions. In aggregate, submissions from all sources translated into more than 720 comments, anecdotes, new proposals, and edits to the original draft.
3. Category Summaries (in order of frequency)

This section summarizes the 20 most frequent categories of feedback and shares how key proposals made in each were considered in the context of revising the DIAP. In some cases, language in the final plan was revised to reflect suggestions made by the community. In others, suggestions reflected proposals that were already addressed in the DIAP or that Brown has been working on for quite some time. These comments remind us of our need to better communicate this work to the community. In certain cases, we received proposals, which, while important, are not within the scope of the current DIAP. The assessment of these proposals will be shared with relevant parties to ensure they are addressed in future plans. Edits on the November 19 draft and comments about implementing the DIAP are addressed in the final plan. These edits and comments are reflected in the full list of all proposals posted on the Campus Input section of the DIAP website.

Support Services for Students (125 comments)

The largest number of comments focused on the needs of different groups of students within the Brown community. The feedback highlighted the challenges facing international, first-generation, refugee, and undocumented students who struggle to overcome cultural, economic, linguistic, and academic barriers in unfamiliar settings. They also highlighted the difficulties these students often face when trying to understand financial aid, health insurance, or other basic support services. Comments from graduate and medical students focused on the pressures of balancing family life and childcare with the demands of coursework, lab work, and research. Faculty noted that many graduate students, especially those studying in STEM fields (Science, Technology, Engineering, and Mathematics), need additional tutoring and advising, which can add to an already crushing workload.

Undergraduate and graduate students from historically underrepresented groups face many of these same challenges while experiencing trauma from repeated discrimination and a lack of awareness by fellow students, faculty, and staff at Brown. These students reported that forms of oppression they face can negatively affect their grades, campus engagement, and health and wellness. Numerous comments also spoke to the distinct needs of students with disabilities or with veteran status, or those who arrive on campus from low-income backgrounds or from different religions and cultures. What became clear from this feedback is that, while many support services for these different groups of students already exist at Brown, they are not sufficient. Requests for more resources, through increased funding and additional staff, to better meet the needs of our diverse student community, were a frequent theme among the comments we received.

The November 19, 2015, draft of the DIAP began to address these needs through investments in such key identity centers as the Brown Center for Students of Color (BCSC), the LGBTQ Center, and the Sarah Doyle Women’s Center. The final Pathways to Diversity and Inclusion plan expands this support to Counseling and Psychological Services (CAPS) and to mentoring programs for undergraduate and graduate students across the University. Brown is already launching a First Generation Center to promote greater on-campus support and programming for this community, as well as an International Advisory Board—comprising senior administrators, faculty, staff, and students—to address the needs of international students, staff, and visitors to our campus. This year, we have also invested significant resources in providing both greater support services for
low-income students and greater benefits for graduate students. The University will also invest in resources that engage our alumni to provide mentorship and professional-development opportunities in the form of internships and jobs. These important investments will seek to address many of the challenges outlined above.

To move this work forward, the new Vice President for Campus Life and Student Services will, in consultation with students and staff, conduct an assessment of needs and resources across all these centers during the summer and fall of 2016. Based on this assessment, the University will determine what additional resources are required and where they should be located to best support our student community.

**Faculty Hiring and Departmental DIAPs (98 comments)**

Members of the Brown community contributed significant input in the form of questions, comments, and new proposals to improve hiring practices, accelerate the timeline for doubling faculty from historically underrepresented groups, develop a more expansive view of faculty diversity, and provide better mechanisms to address pipeline and retention issues. Calls to engage students (both undergraduates and graduates) in faculty hiring committees emphasized making the hiring process more transparent and engaging these important stakeholders more directly in the process of identifying their future teachers, advisors, and mentors. Departments asked for administrative guidance and support, perhaps through the Office of the Dean of the Faculty, to coordinate cluster hires across departments and across disciplines. There were several suggestions to improve the pipeline of faculty from Historically Underrepresented Groups (HUGs), including the use of the Target of Opportunity program to hire faculty members at the associate, assistant, and research professor ranks, and to leverage post-doctoral positions for hires into tenure track positions.

Reflecting a broader conversation on how we define diversity and inclusion, students and faculty alike called for faculty hires that reflect the racial, ethnic, disability status, gender, sexual orientation, and intellectual pluralism Brown hopes to achieve through the implementation of the DIAP. Echoing this ambition were calls to hire more diverse faculty in STEM fields, in the Alpert Medical School, in the School of Public Health, and across departments at Brown. This was in addition to proposals to hire faculty specifically in Africana Studies, Disability Studies, Environmental Studies, South Asian Studies, Middle East/South West Asia and North Africa (SWANA) studies, Latinx Studies, Urban Studies, Visual Arts, Indigenous and Native People Studies, and Environmental Justice.

All these comments and suggestions underscore the considerable interest and support for diversifying the faculty, although more clarity is needed on the processes for achieving this goal. Revisions to the final DIAP include additional details on process. It specifies, for example, that requests for faculty searches will be allowed only for departments that have approved Departmental Diversity and Inclusion Action Plans (DDIAPs). The DIAP also confirms the idea that increasing faculty diversity will come from a combination of hiring faculty into existing open positions and creating new faculty growth lines that support the strategic goal of increasing academic excellence through investments in the thematic areas outlined in *Building on Distinction*. For example, we plan to create endowed professorships (both junior and senior) to support faculty who are models of excellence in researching issues of diversity, social justice, power, and privilege around the globe. Building on the success of cluster hiring in the sciences, the DIAP outlines plans to encourage cluster hiring in the social
sciences and humanities, and calls for the appointment of an associate dean to support this work. Although the original DIAP stated a goal for doubling the number of HUG faculty over 10 years, we have accelerated our timeline and now plan 60 new hires by 2022.

To support the work of departments in developing DDIAPs, we are establishing a number of graduate fellowships in the Office of Institutional Diversity and Inclusion (OIDI) that will be used to recruit and compensate students with existing experience and expertise. For these students, who will work with individual departments on DDIAPs and hiring strategies, these fellowships will replace teaching assistant responsibilities. In addition a number of part-time undergraduate interns will be hired to support this work.

**Curriculum (64 comments)**

Related to the conversation around faculty hiring was feedback from the community highlighting a desire for increased course offerings in several substantive fields, as well as calls for new academic programs and departments to reflect and reinforce campus diversity and inclusion. For example, a relative majority of comments focused on the paucity of courses on Africa, including African languages (such as Swahili, Yoruba, Igbo, Twi, Shona, Berber, and Hausa), and African history, culture, politics, policy, and theory. To address this gap in current course offerings, there were proposals to create an African Studies department, and to improve study abroad opportunities to Africa.

The University is making important strides in diversifying research and course offerings. For example, Brown has recently hired 12 new faculty members to work on Africa across the departments of anthropology, history, political science, economics, comparative literature, Egyptology and Assyriology, and the History of Arts and Architecture. We have also approved additional funding for the Africa Initiative at the Watson Institute, and will provide curriculum development funds to enable departments to develop new courses and academic programming on race and ethnicity.

Revisions incorporated into the final DIAP outline plans to expand the Center for the Study of Race and Ethnicity in America (CSREA) and the Center for the Study of Slavery and Justice (CSSJ). The final DIAP also confirms additional support for such research centers as the Cogut Center for the Humanities, the Pembroke Center for Teaching and Research on Women, the Population Studies & Training Center, and the Watson Institute for International and Public Affairs. This support will serve to devote greater attention to scholarship on race, ethnicity, and immigration and to bring to Brown a more diverse and inclusive body of scholars and postdoctoral fellows.

Echoing proposals outlined in the draft version of the DIAP, another important thread of discussion focused on increasing the number of courses related to issues of power, inequality, diversity, and social justice. For example, feedback around curricular diversity included questions on the effectiveness of sophomore seminars; a suggestion for a Diverse Perspectives in Liberal Learning (DPLL) requirement for graduation (akin to the existing Writing-Designated Course, or WRIT, requirement); a proposal for a program to facilitate and incentivize teaching to promote diversity components in STEM courses; and a suggestion for a required diversity component within every course.
Looking ahead, the Committee on Curriculum Reform, led by the Dean of the College and composed of faculty, undergraduate students, and administrators, will address these and other proposals in spring 2016. In addition, seed funding from the OIDI will provide support for critical scholarship and curriculum development on race, ethnicity, gender identity, sexual orientation, disability status, translational, and other related areas of inquiry. Departments like Africana Studies, which has long been focusing on teaching and scholarship related to race and social justice, serve as important exemplars for how to make the curriculum more diverse and inclusive.

Defining and Recruiting for Diversity (146 comments)

Feedback on how we define diversity and inclusiveness speaks to the very core of the work outlined in the plan. There were several calls for a more expansive view of inclusion that acknowledges the identities of members of our community defined by race, ethnicity, religious beliefs, ideological views, gender, sexual orientation, disability status, veteran-status, and income. Staff members and student athletes wrote and asked to be represented in the plan. They expressed often feeling invisible and isolated from campus life. In a separate but related category of comments, members of the community provided important suggestions for how we define and use terms like “HUGs,” “minority,” “underrepresented minority,” “students of color,” etc. Whether to include Asians (and subgroups within the Asian population at Brown), SWANA students, indigenous and native students—or even veteran-status, disability status, and religious identity students—within these categories raises important considerations about whom we include and how we count them in our efforts to promote greater diversity and inclusion.

A related set of comments called for disaggregated data on many of these groups (Asian Americans being a frequent reference) among students, staff, and faculty. Students expressed interest in being involved in the collection and analyses of these data in order to tap into their expertise and promote greater transparency and standards in data collection and reporting. While reporting and accreditation bodies regulate much of the data we currently collect, we agree that collecting more detailed data in parallel will help with the target setting, support mechanisms, and policies outlined in the plan.

Finally, proposals related to the admissions process at Brown offered an alternative pathway to making the campus more inclusive. Community feedback called for pipeline programs and funding to increase matriculation of undocumented, low-income, first-generation, minority, and local Providence applicants to Brown. To create pipelines into advanced graduate study, and propel more students of color into doctoral programs, several proposals called for increasing student fellowships for terminal masters programs. Comments from the medical school community focused on adapting such existing matriculation pathways as the Program in Liberal Medical Education (PLME), the post-baccalaureate linkage programs, and the early identification programs to target underrepresented groups.

The proposals outlined in both the original and revised DIAP underscore the importance of making the campus as inclusive as possible to all students, faculty, and staff regardless of race, ethnicity, gender identity, sexual orientation, religion, veteran status, political orientation, socio-economic class, or disability status. Investing in identity centers to allow them to provide greater support services will help to move this work forward. Similarly, we will work with existing centers and programs across the University to ensure that every member of the community is in the best position to succeed. At the same time, we place heavy emphasis in this plan on recruiting
those who self-identify as American Indian, Alaskan Native, African American, Hispanic or Latinx, and Native Hawaiian and/or Pacific Islander. These groups, identified in this document as Historically Underrepresented Groups (HUGs), as well as women in STEM and Asian American and Pacific Islanders (AAPI) in the humanities and social sciences, have been identified by the U.S. Department of Education as groups that continue to have limited participation at the graduate and faculty levels at colleges and universities.

To promote this work at the graduate level, the DIAP includes plans to create 25 new graduate student fellowships; direct more resources, including staff, to support research, training, and mentoring for HUG graduate students; and create research opportunities to attract undergraduates from HUGs to pursue advanced graduate study. For undergraduates, we will increase funding for such important programs as Summer@Brown and A Day on College Hill (ADOCH), among other initiatives outlined in the revised plan. Finally, as outlined in the revised plan, we will establish an independent data committee within OIDI to track progress on this work over time. As we make progress on these fronts, we hope, and expect, to refocus our strategy to recruit other groups in an effort to continually make Brown more diverse and inclusive.

Professional Development/Training (46 comments)

The need for professional development/training programs to promote cultural competency and foster a safe learning environment for all students, staff, faculty, and administrators at Brown, particularly those with marginalized identities, was an important area of focus in the feedback we received. Comments on training primarily focused on two dimensions: 1) whether professional training should be mandatory or voluntary; and 2) what substantive material should be included in these training modules. For example, numerous proposals highlighted the importance of establishing training modules based on an intersectional, anti-oppression framework that recognizes various forms of diversity and identity (such as racial identity, gender identity, sexual orientation, class, disability status, and religious identity). There were also numerous calls for more resources to help departments, staff, faculty, and students prepare these professional development programs.

To address this feedback, the University will provide a menu of professional development opportunities that will not only build on our existing expertise and resources, but that will also significantly expand our efforts to offer these programs and activities to all members of our community. Professional development offerings for the spring of 2016 are outlined in Appendix C. In keeping with the importance of an open curriculum and unfettered scholarly inquiry to Brown’s culture, the array of lectures, workshops, discussions, and activities will not be mandated but rather will be offered broadly and regularly so that everyone will have an opportunity to participate in these activities at many different levels. Extensive research on mandatory versus voluntary “diversity training” indicates that voluntary opportunities have been found to be more effective in promoting diversity and inclusion. That said, the final Pathways to Diversity and Inclusion plan is responsive to proposals that Brown should identify key groups that should be the focus of training. The plan provides specificity about how the professional development will be offered to students, faculty, staff and senior administrators. It is our hope that all members of our community will participate in one or more of these professional development activities.

The Office of Institutional Diversity and Inclusion (OIDI) will provide overall coordination for the development and implementation of programs, workshops, tools, resources, and other related support materials. The DIAP outlines how OIDI will build capacity to meet the demands for professional development with the creation of
the Brown University Diversity and Inclusion Professional Development Collective (D&I Collective). The D&I Collective will be an in-house group of consultants who will serve both as master trainers and consultants and who will also review and assess programs, resources, and other materials.

For example, we will provide funding for one postdoctoral fellow, three graduate fellowships, and three undergraduate student assistantships. We will also provide “release time” for staff members with this expertise so that they can participate in these modules without adding this additional work to their existing responsibilities.

**Improving Accountability and Responsiveness (44 comments)**

Feedback from the community also included a number of proposals to promote a campus climate of responsiveness, transparency, and accountability. Many comments called for greater transparency and engagement in the development of the plan and departmental DDIAPs. Others raised the possibility of implementing criteria and metrics to assess faculty members’ history of service, mentorship, and/or scholarship on race, social justice, diversity, and inclusion for tenure/promotion review. There were also calls for clearer mechanisms to allow students, staff, and faculty to file diversity-and-inclusion-related grievances and receive a timely response. Possible avenues for this could be a centralized administrative office or a formal Title VI Office. Wanting to be engaged in the main activities of the University, students in particular repeatedly expressed a desire to create student-elected positions on the Corporation, to have regular meetings with the University Chancellor, and to form a body of graduate student representatives to serve on the Diversity & Inclusion Oversight Board (DIOB).

To address these issues, the Diversity and Inclusion Oversight Board (DIOB) will be formed in spring 2016. This board will be charged with reviewing annually the progress of departments and schools on their DDIAPs; reviewing data on diversity and inclusion, as well as making recommendations on changes in data collection to the President and Provost; preparing a public annual report on the quantitative and qualitative progress of the Diversity and Inclusion Action Plan that will be reviewed annually by the Brown Corporation; and communicating this progress to the Brown community through written materials and forums. Appendix E of the DIAP provides details on the governance and oversight responsibilities of the DIOB. It includes an explanation of efforts to strengthen accountability for diversity and inclusion initiatives by forming a small group of senior administrators who have ultimate responsibility for the implementation and success of the DIAP. This group will consist of the President, the Provost, the chair of the FEC, the VP for Campus Life and Student Services, the VP for Finance and Administration, the Dean of the Faculty, the Dean of the College, and the VP for Diversity and Inclusion.

The DIAP commits OIDI to providing clear language on its Web page on how faculty, students, and staff should report potential Title VI violations. We will assess over the course of this year whether Title VI oversight should be consolidated under OIDI.

**Community Engagement (33 comments)**

Brown’s relationship with the Providence and Rhode Island communities—particularly with communities of color—emerged as a concern throughout the feedback period. A range of ideas proposed strengthening community engagement and promoting positive impact. Several suggestions called for Brown to invest in the local
community through educational programs and resources that enhance K-12 education, or by developing programs that offer internships and employment opportunities for local residents. The feedback received through this process is instructive about the need to both communicate better what is in place and to have a process for assessing, strengthening, and expanding these programs and their effects.

Brown is already engaged in much of this work through the Swearer Center for Public Service, the Center for Public Humanities, and the Annenberg Institute for School Reform. Appendix G in the DIAP addresses the campus’ interest in ensuring that Brown is developing opportunities for community members in Providence to partner with members of the Brown community. It provides a detailed list of community-facing programs—Building Futures, Fund for the Education of the Children of Providence, Urban Education Fellows, College Advising Corps and TRI-Lab, to name a sampling—to address local challenges and strengthen the educational, economic, and social assets of our city, state, and region.

To determine how we support these programs, and others, we will convene a working group, led by the Directors of Government Relations and Community Affairs, the Swearer Center, and Annenberg, with campus and community leaders to evaluate Brown's contributions to the city and state and to make recommendations for ensuring the University's positive impact in ways that align with its mission.

**Staff Hiring (20 comments)**

We received numerous comments focused on strategies to increase the diversity of our staff, especially in grade 8+ roles. Starting with a call for more data to understand the demographic distribution of staff by grades, proposals also suggested pipeline programs to recruit staff from historically underrepresented groups and evaluate the education requirements that the Office of Human Resources currently requires for managerial positions. Similar comments expressed a need for better management training on how to diversify and broaden hiring pools and how to improve interviewing techniques to make the hiring process at Brown more welcoming.

Many existing programs and practices are already in place along these lines. Nevertheless, to address this feedback, Human Resources will establish a working group to identify ways to improve communication to the community regarding existing hiring practices, career pathways, and professional development programs. Among the programs already in place is a staff-mentoring program we launched for new employees in 2015, a program we plan to expand in 2016 to include employees with two or more years of service at Brown. This program will pair entry to mid-level employees with higher-level staff members in a mentoring relationship that aims to foster professional development and career growth. We also launched a new Leadership Certification Program in 2015 that is required for all newly hired and promoted managers in grades nine through 12. The program consists of a series of modules designed to enhance management skills in a variety of areas, including hiring and developing staff, valuing differences, and managing performance.

**4. Next Steps**

This memo provides a high-level overview of some of the key areas of feedback that we received. A full list of proposals that were shared by the community can be found [here](#). The revised *Pathways to Diversity and Inclusion* action plan establishes the concrete next steps that we, as a community, must take to make Brown more diverse.
and inclusive. While there is significant work to do in the coming months and years, we are inspired by the passion with which our community has actively participated in developing this plan, and we remain committed to partnering with our students, faculty, staff, and alumni, as well as with the Providence community, to realize the important goals that we have set forth.

**Community Forums & Group Feedback**

Feedback from the Brown community of students, faculty, staff, and alumni resulted in 162 online submissions, 35 emails, and spirited discussions from the following forums with various community groups, including:

- Faculty Meeting (December 1), 200 attendees
- Undergraduate Council of Students Open Forum (December 1), 220+ attendees
- Staff Open Forum (December 4), 200+ attendees
- Academic Priorities Council (December 8)
- Faculty Forum (December 9), 220 attendees
- Faculty of Color Group (December 10)
- Concerned Graduate Students of Color (CGSOC) Meeting (December 11)
- Chairs and Center Directors Meeting (December 14)
- Community Forum, hosted by Swearer Center (December 14)
  - Community Forum, hosted by the Swearer Center for Public Service, for local organizations working in areas such as education, community development, arts, disabilities, criminal justice, homelessness and health, and representatives from several agencies.
  - The Swearer Center also established and widely distributed an open online feedback response form to gather input on the plan from individuals and community organizations.
- Administrative Leadership Group (December 18)
- Dining Staff Meetings on December 22 (130 attendees) and December 23 (80 attendees)

In addition to feedback from individual students, faculty, staff, alumni, and Corporation members, we received written input from the following:

- **Academic Departments & Schools:** Departments of Anthropology, History, Ethnic Studies; School of Public Health; Warren Alpert Medical School's Department of Psychiatry and Human Behavior; and Center for Alcohol and Addiction Studies

- **Centers & Institutes:** Joukowsky Institute of Archaeology and the Ancient World, Center for Public Humanities, Swearer Center for Public Service, Annenberg Institute for School Reform, Office of the Chaplain and Religious Life
• **Student Groups:** Brown Undergraduate Council of Students (UCS), Coalition of Concerned Graduate Students of Color and their Allies (CGSOC), Muslim Community & Brown Muslim Students Association, Students of the Warren Alpert Medical School, Community of People of Color (“Reading Out”)

• **Administrative Units:** Dean of the College, Dining Services, Student and Employee Accessibility Services (SEAS)

• **Faculty Groups:** Committee for Faculty Equity and Diversity (CFED)

• **Alumni:** Inman Page Black Alumni Council (IPC), Asian/Asian American Alumni Alliance (A4), Brown University Latino Alumni Council (BULAC), Brown Transgender Gay and Lesbian Alumni (TBGALA)

• **Providence Community:** Through the Swearer Center