

## Diversity, Equity, & Inclusion Update AY 2018

*"America has believed that in differentiation, not in uniformity, lies the path of progress. It acted on this belief; it has advanced human happiness, and it has prospered." — Justice Louis D. Brandeis*

When the American Jewish community established Brandeis University in 1948, Jews, other ethnic and racial groups, and women faced overt discrimination in higher education. Brandeis was founded on the principles of diversity, equity, and inclusion, and has always welcomed talented students, faculty and staff of all backgrounds and beliefs.

Professor Stephen Whitfield, PhD'72, who has researched the political history of Brandeis, notes how the media, including The New York Times and Ebony Magazine, the leading African American publication at the time, praised the founding principle of openness. Ebony reported in 1952 that Brandeis "operates on a set of democratic principles which could easily serve as goals for every other university in the United States. There are no quotas limiting students of any religion and no racial barriers at Brandeis University."

Our commitment to these founding values has never faltered, though it has been tested over the university's history. We hold respectful dissent as a core aspect and an essential component of a free and open society, and Brandeis students have always helped keep the university accountable to its mission and values.

Campus activism has often reflected national or even global movements for social and racial justice. In the wake of the assassination of Martin Luther King, Jr., in 1968, Brandeis' Afro-American Society called for recruiting more African-American professors and students, as well as creating an African and Afro-American studies department.

Within months of the assassination, Brandeis established 10 Dr. Martin Luther King Jr. Scholarships. Now a half-century old, the program was renamed in 2016 as the Dr. Martin Luther King Jr. Fellowship to reflect its breadth, which extends beyond tuition assistance.

In 1968, Brandeis also launched the Transitional Year Program (renamed the Myra Kraft Transitional Year Program in 2013), one of the first of its kind in the country for promising underrepresented students who have faced personal hardship or had limited pre-college academic opportunities.

A pivotal challenge to Brandeis' commitment to diversity and inclusion arose with the 11-day student occupation of Ford Hall in early January 1969 by more than 60 African-American students. They issued a list of 10 nonnegotiable demands, the chief one calling for the creation of an Afro- and African-American studies department.

The Ford Hall takeover was a tense time on campus, revealing fractures between the administration, faculty and students about the occupation, as well as broad support among students for it. At the end of the occupation, students had attained their main demand for the establishment an African and Afro-American studies department (AAAS).

Brandeis has continued to spearhead initiatives that reflect our commitment to justice and enrich our community's diversity and inclusiveness. The Brandeis Posse programs, one for liberal-arts students, and one for science scholars (which originated at Brandeis), are prime examples. Both merit-based, the programs bring academically talented, underrepresented students with demonstrated leadership potential to Brandeis on full-tuition scholarships.

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Yet it's clear that diversity, equity and inclusiveness cannot be achieved through programmatic improvements alone. When students occupied the Bernstein-Marcus administrative building in November 2015, they cast a light on a nationwide campus movement for more diversity and inclusion — and expressed the university's ethos.

In recognition of the 1969 occupation, the Brandeis protesters — African-American students, in concert with classmates of Latinx, Jewish, Asian, Arab and White backgrounds — called the protest #FordHall2015, and issued a set of 13 demands. Twelve days after the occupation began, Interim President Lisa Lynch and key administrators reached an agreement with student protesters. The university agreed to recruit more underrepresented faculty and students of color, improve mentorship of faculty and hire a chief diversity officer, among other initiatives.

The Ford Hall 2015 student protesters demanded significant change on our campus to make it more diverse, equitable, inclusive and welcoming. We have made measurable strides, though much work remains to be done to make our campus truly inclusive and welcoming — a sobering fact made clear at a March 2018 Town Hall with President Ron Liebowitz, Board of Trustees Chair Meyer Koplow and Provost Lisa Lynch.

The campus-wide meeting was called following the firing of the men's head basketball coach after several student athletes said he made racist comments and harassed them. Some students expressed anguish and feelings of marginalization at the Town Hall, and the university began an independent investigation into how complaints made against the former men's basketball coach were handled internally. The investigation is examining the policies and practices followed in this case; policies and procedures more generally; and the wider climate at the university.

To this point, the university is deeply committed to supporting students, faculty and staff from marginalized populations, as well as to developing the rest of the campus community. Targeted efforts are underway to provide students with direct support, as well as to make sure that all community members have access to affinity and equity support groups.

- In November 2016 Brandeis hired Mark Brimhall-Vargas as the university's first chief diversity officer (CDO) and vice president for diversity, equity and inclusion. Brimhall-Vargas, who started as CDO in January 2017, works closely with the president, provost, academic deans, faculty, students, trustees and staff to ensure that the goals of diversity, equity and inclusion are embraced across the Brandeis campus. Through the Office of Diversity, Equity and Inclusion (ODEI), Brimhall-Vargas and colleagues coordinate and advise on activities in departments and academic programs across Brandeis to develop, integrate and articulate the university's commitments to a more diverse, equitable and inclusive community.
- We added two new full-time program coordinators to work with students around training, professional development and diversity programming. Tara Whitehurst has assumed the position in the Intercultural Center (ICC) and Ryan Mishler has become the interim program coordinator in the Gender and Sexuality Center (GSC) while we conduct a search during the fall.
- In May 2017, Elena Lewis became director of the Student Support Services Program (SSSP). She hired Chelsea Walker to replace her as the associate director to work with students in the program.

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- Following university-wide nominations and elections, the Brandeis University Staff Advisory Council (BUSAC) was launched, creating a group for staff to raise and address concerns.
- The Office of the Dean of Arts and Sciences, Human Resources and the Office of Diversity, Equity and Inclusion are in the process of implementing faculty and staff affinity groups. The most recent group to establish itself is Brandeis Pride, the LGBTQ+ Faculty and Staff Association.
- Amber Abernathy (class year 2018) was selected by the Student Union as the first student counterpart to the chief diversity officer. As the Student Union diversity officer (SUDO), she chaired the Student Diversity Advisory Council (SDAC). This organization holds the campus accountable to its existing diversity, equity and inclusion goals and will create new goals with the CDO. The SUDO and the SDAC do not report to the campus CDO, but comprise an autonomous organization working with campus administration. The student union is currently searching for her replacement.
- Ombuds Don Greenstein was hired to serve the entire campus community (faculty, staff and students). He is a confidential resource to anyone seeking advice or redress related to harassment or discrimination. He also provides alternative dispute resolution services including mediation; trainings related to ombuds services; and access to our systems of grievance. Greenstein also serves as an "anchor" position working in tandem with on call ombuds Cathy Burack and Elena Lewis.
- The Heller School appointed Maria Madison as its first associate dean of equity, inclusion and diversity. She is working on creating broader awareness of how individuals can report bias at Heller and campus-wide. She is also working with Heller faculty to create a more culturally responsive curriculum and pedagogy.
- We have reviewed our systems for lodging complaints to ensure they reflect best practices in higher education. We want to make it easier to make a complaint, and to make data related to bias incidents more transparent to our community. We anticipate that the reorganization of our equity structures will take place in AY 2019 under a new Office of Equal Opportunity (OEO) with a full-time director.
- The university has provided legal counsel for students who are here under Deferred Action against Childhood Arrivals (DACA), or are undocumented without DACA, as well as access to other resources such as counseling and transportation services. The university remains committed to providing admissions access to students who are undocumented, either through falling out of status when DACA expires or if they were never eligible for DACA.

### Professional Development/Enhancing Teaching and Learning

An essential ingredient in our Diversity, Equity and Inclusion (DEI) strategy is the need to provide regular professional development for our entire campus community. The following opportunities took place in fall 2017 or are ongoing:

- To address the university-wide need for training and development, ODEI has appointed Allyson Livingstone as the inaugural director of diversity, equity and inclusion education, training and development (DEIETD). She will be responsible for a myriad of training and development services for faculty, staff and students; including, a) search and selection training for faculty, b) facilitation and dialogue

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training (with an eye toward creating and sustaining an intergroup dialogue program), c) multicultural curriculum transformation, d) training in culturally sensitive pedagogies, and e) cooperative training opportunities with the ombuds or HR on trainings related to conflict resolution, campus-wide equity compliance and the like.

- In collaboration with the Center for Teaching and Learning (CTL), the CDO has offered a yearlong Faculty Diversity Series focusing on foundational concepts in diversity, equity and inclusion. These workshops have faculty engage with these concepts and with one another through analysis of scholarly texts. Topics included: privilege, intersectionality, micro-aggressions, White fragility, colorism, rankism and allyship. Future workshops through CTL would involve the director of DETD and the CDO, where needed.
- Following conversations with the Hiatt Career Center and the International Center for Ethics, Justice and Public life, ODEI will begin undertaking the work of the #TheDialogues workshops as well as the DEIS Impact week beginning in the summer of 2018.
- Working with the provost's office and the office of the dean of arts and sciences, the CDO distributed over \$18,000 in grants to faculty who wished to pursue diversity-related scholarship and presentations for the campus. Topics include: Intersections of Race, Gender, and Sexual Violence; Inequality and the Study of Antiquity; and Hidden Figures: Women of NASA, Yesterday and Today.
- The dean of arts and sciences provided or sponsored professional development opportunities, including sponsoring participation of early career tenure-track faculty of color in the Faculty Success Program put on by the National Center for Faculty Development and Diversity, as well as creating and distributing videos of students of color and international students raising issues of concern within the classroom (including a framing video introduction by the CDO).
- The provost's research fund supported the work of Carina Ray (AAAS) and David Engerman (HIST) to develop and fund a pilot Early Career Faculty Mentoring Program for faculty in History and the African Diaspora Cluster to start in AY 2018.
- The International Center for Ethics, Justice and Public Life hosted Dr. Kimberlé Crenshaw as the latest recipient of the Joseph B. and Toby Gittler Prize. Crenshaw is a professor of law at UCLA and at the Columbia School of Law and is a groundbreaking scholar of intersectionality who pioneered the intellectual movement known as "Critical Race Theory." She was in residence October 23-25, 2017.
- ODEI offered a four-part, month-long staff and faculty development workshop called "Intergroup Dialogues: Working for Racial Justice" during the summer of 2018. This series of workshops engaged 35 staff and faculty in their own racial identity development as well as ways to dismantle systemic racism in their own spheres of influence. ODEI plans to offer this series each semester.
- ODEI, in partnership with the Office of Communications and Zanefa Walsh from Student Affairs, is leading a Diversity Communications Action Group for staff members who want to discuss challenges, opportunities, best practices and questions around diversity, equity and inclusion-related communications. More than

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20 staff from across the university signed up for the initial session, which was held in July 2018. Additional sessions will take place during the fall semester.

### Enhancing Compositional Diversity

Efforts to attract and retain underrepresented groups to our student, faculty and staff ranks continue to be a priority.

- Former Dean of Arts and Sciences Susan Birren notes that the School of Arts and Sciences has made significant improvements in increasing faculty diversity. In her summer 2017 update, she suggested the following: “Over the past year we have taken a variety of approaches to increase faculty diversity on campus, including working through our normal search processes, hiring through the newly re-defined Target of Opportunity process, hiring diverse faculty into faculty-level postdoctoral positions, and aggressively seeking to retain our highly recruited faculty of color. Our commitment to these processes has resulted in success in three out of five Target of Opportunity offers for tenure-line faculty, retention of 75% of our faculty of color who were recruited to other universities, and the addition of African American, Latinx, Asian-American, and women faculty across the Humanities, Social Sciences, Creative Arts, and the Sciences.”
- Though information on the progress of faculty recruitment below relates to the Ford Hall 2015 time period and agreement,<sup>1</sup> it is important to recognize Brandeis has historically had a commitment to the diversification of its faculty and staff. This commitment has been supported by the administration, Board of Trustees and through numerous faculty departmental open notices. Currently, changes in the racial composition of faculty and staff show improvement from fall 2015.<sup>2</sup> There has been significant progress to the faculty recruitment goal, but more remains to be done. Specifically, this effort has continued, and we need to keep this progress going.
  - For full-time Black faculty, the baseline in AY 2015 was 14 faculty members (10 from A&S, four from Heller and zero from IBS). The number for AY 2018 is 20 faculty members (14 from A&S, four from Heller and two from IBS), an increase of 6 faculty (a 43 percent increase).<sup>3</sup>
  - For full-time Latinx faculty, the baseline in AY 2015 was 15 faculty members (eight from A&S, 4 from Heller and three from IBS). The number for AY 2018 is 17 faculty members (10 from A&S, five from Heller and two from IBS), an increase of two faculty (a 13 percent increase).<sup>4</sup>
  - For full-time Asian American faculty, the baseline in AY 2015 was 31 faculty members (26 from A&S, three from Heller and two from IBS). The number for

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<sup>1</sup> Part of the Ford Hall 2015 negotiations was agreement on the goal to double the number of full-time underrepresented faculty where “underrepresented faculty” meant Black, Latinx, and “Two or More races” faculty, specifically. The benchmark starting point is October 2015. Thus, this goal will be measured until October 15, 2021.

<sup>2</sup> The figures presented below are not the same as those shown in IPEDS (Integrated Postsecondary Education Data System). The reason they are different is that a) unlike IPEDS that captures *all* faculty numbers across race (including part-time faculty), we are only reporting full-time faculty, and b), IPEDS follows the federal racial categories that do not easily reflect faculty who change from one employment status to another. For example, the figures below count faculty members who may have been a post-doc operating as a full-time faculty person who then became an assistant professor or a faculty member who was from an international location, but has since changed citizenship status. In essence, these figures attempt to provide nuanced information about who is actually here at Brandeis operating as a full-time faculty member.

<sup>3</sup> This figure for Black faculty includes a faculty member who identifies as Black and Latinx. Thus, this person is double counted for “Black” and “Latinx,” but is not counted twice for the overall total.

<sup>4</sup> This figure for Latinx faculty includes a faculty member who identifies as Black and Latinx. Thus, this person is double counted for “Black” and “Latinx,” but is not counted twice for the overall total.

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AY 2018 is 37 faculty members (31 from A&S, three from Heller and three from IBS), an increase of six faculty (a 19 percent increase).

- The combined number of underrepresented faculty of color went from 29 to 36, an increase of seven faculty (a 24 percent increase). When including Asian American faculty, the number went from 60 to 73 faculty members, an increase of 13 faculty (a 22 percent increase). Though there was no specific numeric goal for staff, significant progress has been made here as well.
- Following a reorganization, the dean of admissions and financial aid for undergraduate admissions directly reports to the dean of arts and sciences. This new structure allows for direct progress reports to the Dean, Provost and President periodically on efforts to recruit students of color into the undergraduate applicant pool.
- The CDO is currently in conversation with the various directors of admissions for A&S, Heller and IBS for information on increasing the recruitment and retention of underrepresented students of color.

### Transparency and Accountability

The CDO will work to make DEI work as transparent as possible (within the boundaries of reason, law and propriety). The following are a part of this goal:

- ODEI has hired a graduate student to work with the Office of Communications and the Office of Institutional Research on the creation of an ODEI website that will prominently host a Brandeis Diversity Dashboard. This online resource will provide the campus and wider world transparent information about the actual composition, successes and areas for growth for our university. Broader admissions and enrollment data can be found on OPIR's website: [www.brandeis.edu/factbook/](http://www.brandeis.edu/factbook/).
- The institution's financial support for university-wide diversity, equity and inclusion staff, initiatives, grants and projects has been substantial. In FY 2017, Brandeis added over \$380,000 toward the acquisition of faculty and staff and operating expenses for ODEI. When included with existing resources that were redirected from other areas of the campus, Brandeis has contributed above \$1.3 million towards DEI support. New funding includes: a) target of opportunity hires, b) hiring the CDO and c) creating an operating account for the Division of DEI. Currently embedded resources include: a) increases in staff for the counseling center, b) hiring the Heller ADDI, c) teaching and innovation fund support and d) diversity-related financial aid.

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**Appendix A: Ongoing Diversity, Equity & Inclusion Implementation Plan**

<b>Goal</b>	<b>Status</b>	<b>Point Person</b>
<p><b>Appoint a chief diversity officer/vice president for diversity, equity and inclusion (CDO). GOAL STATUS: COMPLETE</b></p> <ul style="list-style-type: none"> <li>• Reporting line for the Steering Committee on Diversity shift to the interim president; after hiring, the committee will report to the CDO</li> <li>• Diversity Steering Committee will identify a search firm and a search committee of faculty, staff, and students</li> <li>• Fill position reporting line to the President</li> <li>• CDO hired</li> </ul>	<p>Immediate</p> <p>Jan 2016</p> <p>July 2016</p> <p>Jan 2017</p>	<p>President</p> <p>President</p> <p>President</p> <p>CDO</p>
<p><b>Establish ombuds function. GOAL STATUS: IN PROGRESS.</b></p> <ul style="list-style-type: none"> <li>• Establish interim ombuds role to create independent, neutral and confidential place for students to discuss academic issues and concerns: <ul style="list-style-type: none"> <li>○ Interim role in the Office of Academic Services</li> <li>○ Long term role/structure in the Office of the CDO</li> </ul> </li> <li>• On-call ombuds hired</li> <li>• Half-time ombuds hired <ul style="list-style-type: none"> <li>○ Works with two "on call" ombuds (who are full-time faculty and staff at Brandeis)</li> <li>○ Ombuds function now services entire campus</li> </ul> </li> <li>• Evaluate part-time ombuds for efficacy and use by the campus over a period of at least one year (and no more than two years)</li> </ul>	<p>Spring 2017</p> <p>Dec 2016</p> <p>Dec 2017</p> <p>Dec 2019</p>	<p>Assoc Provost for Academic Affairs</p> <p>Provost</p> <p>CDO</p> <p>CDO</p>
<p><b>Increase recruitment and retention of under-represented faculty and staff of color, doubling underrepresented full-time faculty of color (Black, Latinx, 2 or more races) at Brandeis by 2021 GOAL STATUS: FACULTY: PROGRESS, RETENTION ISSUES GOAL STATUS: STAFF: PROGRESS</b></p> <ul style="list-style-type: none"> <li>• Progress Toward Faculty 2021 Goal / Staff Progress <ul style="list-style-type: none"> <li>○ Baseline Instructional Faculty Data: As of 2015, Faculty by race: <ul style="list-style-type: none"> <li>▪ Black/African American=14</li> <li>▪ Latinx = 15</li> <li>▪ Asian American = 31</li> </ul> </li> <li>○ Current Instructional Faculty Data: As of 2018, Faculty by race: <ul style="list-style-type: none"> <li>▪ Black/African American= 20</li> <li>▪ Latinx = 17</li> </ul> </li> </ul> </li> </ul>	<p>July 2018</p>	<p>Provost and Academic Deans, VP of HR</p>

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<ul style="list-style-type: none"> <li>▪ Asian American = 37</li> <li>○ Black and Latinx Faculty 2015-18<sup>5</sup> <ul style="list-style-type: none"> <li>▪ 29 to 36</li> </ul> </li> <li>○ All Faculty of Color 2015-18 <ul style="list-style-type: none"> <li>▪ 60 to 73</li> </ul> </li> <li>○ Baseline Staff Data: As of 2015, Staff by race: <ul style="list-style-type: none"> <li>▪ Black/African American=31</li> <li>▪ Latinx = 91</li> <li>▪ Asian = 73</li> </ul> </li> <li>○ Current Staff Data: As of 2017, Staff by race: <ul style="list-style-type: none"> <li>▪ Black/African American=48</li> <li>▪ Latinx = 101</li> <li>▪ Asian = 84</li> </ul> </li> <li>○ Black and Latinx Staff 2015 – 18 <ul style="list-style-type: none"> <li>▪ 122 to 149</li> </ul> </li> <li>○ All Staff of Color 2015 -18 <ul style="list-style-type: none"> <li>▪ 195 to 233</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>• Institute Faculty Target of Opportunity Hiring Program <ul style="list-style-type: none"> <li>○ <b>STATUS: ESTABLISHED AND USED</b></li> <li>○ This program will identify candidates who would have emerged as a top choice from any relevant national search that would have been undertaken</li> <li>○ This program will target the hiring of candidates outside the regular search process based upon their ability to meet our need to diversify the faculty or the curriculum in significant ways</li> <li>○ Set aside funding for up to two tenure track hires per year in addition to regularly scheduled faculty searches targeting candidates who will diversify our faculty or curriculum in significant ways</li> </ul> </li> </ul>	2016-17 AY	Provost
<ul style="list-style-type: none"> <li>• Training in Diversity Hiring Best Practices <ul style="list-style-type: none"> <li>○ Training will be undertaken by the director of DEI training and development</li> <li>○ <b>STATUS: HIRED Dr. Allyson Livingstone</b></li> <li>○ Faculty search chairs and diversity representatives will be required to participate in this training.</li> </ul> </li> </ul>	Spring 2018	CDO  Academic Deans

<sup>5</sup> Does not double count a faculty member who identifies as Black and Latinx.



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<ul style="list-style-type: none"> <li>○ <b>STATUS: ESTABLISHED AND ONGOING</b></li> <li>○ Review the Diversity Representative Model for efficacy.</li> <li>○ <b>STATUS: IN PROGRESS</b></li> <li>○ Academic deans will annually participate in training in diversity hiring best practices</li> <li>○ <b>STATUS: ESTABLISHED AND ONGOING</b></li> <li>• Improved advising and mentorship, especially for underrepresented junior faculty of color</li> <li>• <b>STATUS: New director for mentoring – Professor Carina Ray as of 2018</b> <ul style="list-style-type: none"> <li>○ Each division within A&amp;S and each of the professional schools will be asked to submit a report to the provost detailing their work on this item by March 30, 2016.</li> <li>○ <b>STATUS: COMPLETE</b></li> </ul> </li> <li>• Recognizing faculty work supporting increased diversity and inclusion <ul style="list-style-type: none"> <li>○ Academic deans to develop and submit plans for assessment and recognition.</li> <li>○ <b>STATUS: ONGOING</b></li> </ul> </li> <li>• Develop new pipelines for recruitment of underrepresented faculty of color <ul style="list-style-type: none"> <li>○ Establish new partnerships with HBCUs and other institutions that serve underrepresented graduate and postdoctoral groups</li> <li>○ Use the Materials Research Science and Engineering Center’s (MRSEC) partnership with Hampton University as a model to design new programs to support the careers of potential future faculty hires.</li> <li>○ Postdoctoral Fellowship in the Sciences</li> <li>○ <b>STATUS: IN PROGRESS</b></li> </ul> </li> <li>• BUSAC will undertake the work of the previous Diversity Steering Committee to focus on the recruitment and retention of staff of color.</li> <li>• <b>STATUS: COMPLETE</b></li> <li>• Initiate a program to annually recognize a staff member for success at increasing diversity and inclusion on campus and/or providing extraordinary support to students of color</li> <li>• <b>STATUS: IN PROGRESS</b></li> </ul>	<p>Spring 2018</p> <p>Spring 2016</p> <p>Fall 2018</p> <p>Ongoing 2019</p> <p>Spring 2016</p> <p>2019</p> <p>Fall 2016-Fall 2018</p> <p>Fall 2018</p>	<p>Provost, Deans, Dir, DEITD</p> <p>Provost</p> <p>Dean, A&amp;S VP of HR</p> <p>Provost</p> <p>Provost</p> <p>Provost, Deans</p> <p>VP of HR</p> <p>VP of HR</p>
<p><b>Increase the Minimum Wage for Brandeis Employees</b> <b>STATUS: COMPLETE</b></p>		

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<ul style="list-style-type: none"> <li>• Establish a minimum wage of \$15.05 per hour for all full time Brandeis employees not covered by a collective bargaining agreement.</li> <li>• Review rate to ensure that it meets or exceeds the economic independence wage for Waltham, as determined by the Economic Independence Calculator.</li> <li>• For part time workers employed by Brandeis University and not covered by a collective bargaining agreement, the minimum wage will increase to:             <ul style="list-style-type: none"> <li>○ \$10.00 per hour</li> <li>○ \$11.00 per hours</li> </ul> </li> </ul>	<p>July 1, 2015</p> <p>May 2016</p> <p>Jan 1, 2016 Jan 1, 2017</p>	<p>President</p> <p>VP of HR</p> <p>President President</p>
<p><b>Increase the applicant pool of underrepresented students of color at both the undergraduate and graduate level</b> <b>STATUS: UNDER REVIEW</b></p> <ul style="list-style-type: none"> <li>• Increase underrepresented undergraduate applicants of color to the first year class by 5-10 percent annually             <ul style="list-style-type: none"> <li>○ Increase outreach to underrepresented students of color by an additional 5,000 students, a 30 percent increase</li> <li>○ Expand visits to high schools with high enrollment of underrepresented students of color</li> <li>○ Expand work with community-based organizations (CBOs) serving underrepresented students of color</li> <li>○ <b>STATUS: IN PROGRESS, UNDER REVIEW</b></li> </ul> </li> <li>• Launch community college recruitment initiative             <ul style="list-style-type: none"> <li>○ Convene task force under svp of students and enrollment to recommend and initiate changes to degree guidelines to align with models supporting transfer students</li> <li>○ Identify academic programs with capacity that would be targets of opportunity for articulation agreements</li> <li>○ Initiate articulate agreement negotiation</li> <li>○ <b>STATUS: IN PROGRESS, UNDER REVIEW</b></li> </ul> </li> <li>• Maintain historic commitment to the Myra Kraft Transition Year Program (MKTYP) and POSSE</li> <li>• <b>STATUS: Done with new funding added to the program</b></li> <li>• Academic deans must prepare and submit graduate recruitment and retention plans to increase applications and enrollment from underrepresented students of color             <ul style="list-style-type: none"> <li>○ Plans will identify recruitment opportunities and associated initiatives in field-specific</li> </ul> </li> </ul>	<p>Fall 2018 recruitment cycle and forward</p> <p>Jan 2016</p> <p>Fall 2016</p> <p>Spring 2017</p> <p>Ongoing</p> <p>May 2016</p>	<p>Dean of Admissions</p> <p>President</p> <p>SVP, Students &amp; Enrollment, Dean of A&amp;S</p> <p>Provost</p> <p>Provost, Deans</p>

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<p>professional societies and through faculty interactions at colleges, universities and other institutions that serve underrepresented graduate and postdoctoral students of color. Plans will include proposals to enhance retention of underrepresented graduate students of color through mentoring, career development and other mechanisms.</p> <ul style="list-style-type: none"> <li>○ <b>STATUS: ESTABLISHED AND ONGOING</b></li> <li>• Scholarship and recruitment program for underrepresented masters students of color in the Graduate School of Arts and Sciences, creating a pipeline into doctoral work</li> <li>• <b>STATUS: Done with new funding added to the program</b> <ul style="list-style-type: none"> <li>○ The recruitment will focus on graduates who are Posse Scholars, or from HBCUs and other institutions serving underrepresented students of color.</li> <li>○ Apply for supportive partnerships such as Howard Hughes Medical Institute and Mellon Mays Foundation.</li> </ul> </li> </ul>	<p>Fall 2016</p>	<p>Dean, GSAS</p> <p>Dean, GSAS</p>
<p><b>Accountability and Reporting</b></p> <ul style="list-style-type: none"> <li>• Expand the Brandeis Diversity and Inclusion Action Plan to include metrics to be used for accountability. This will result in an annual "report card" that will be shared with the entire Brandeis community.</li> <li>• <b>STATUS: OPEN, ONGOING</b></li> <li>• Comprehensive training for staff at all levels of the institution via collaboration between HR and ODEI. Training includes: sexual harassment prevention, implicit bias training, LGBTQ+ workplace inclusion, Racial Justice Dialogues, etc.</li> <li>• <b>STATUS: ONGOING</b></li> <li>• In-person diversity and inclusion training for all deans (including assistant and associate), all department chairs and program directors and all division heads</li> <li>• In-person diversity and sensitivity training will be required and integrated into orientation for faculty, staff and students. Trainings will be based on best practices in the field and may include the hiring of outside trainers in order to ensure they are comprehensive and effective. <ul style="list-style-type: none"> <li>○ Students</li> <li>○ <b>STATUS: ONGOING</b></li> </ul> </li> </ul>	<p>Feb 2018</p> <p>Fall 2015</p> <p>Fall 2015</p> <p>Fall 2016</p> <p>Fall 2016</p>	<p>CDO</p> <p>VP of HR CDO</p> <p>Provost</p> <p>Dean, Students, Dir, DETD</p> <p>VP, Student Affairs, Dir, DETD</p>



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<p>audit of the curriculum across the departments and schools to identify what is currently offered (and when) in this area. <b>STATUS: COMPLETE, IMPLEMENTED FALL 2019</b></p> <ul style="list-style-type: none"> <li>• Conduct diversity pedagogy workshops as part of faculty development through the Center for Teaching and Learning and the Committee for the Support of Teaching. This will include offerings on how to address issues of race, inequality and inclusion in graduate level curriculum.</li> <li>• <b>STATUS: COMPLETED, ONGOING</b></li> <li>• Organize student forums to learn how they perceive diversity within the curriculum once the general education requirements are implemented. Will work in concert with the Student Union diversity officer.</li> <li>• <b>STATUS: PENDING</b></li> </ul>	<p>Begin Dec 2015</p> <p>Spring 2019</p>	<p>Provost, CDO and Dir, DETD</p> <p>CDO</p>
<p><b>Enhance Professional Development Workshops for Underrepresented Students of Color</b>  <b>GOAL STATUS Progress but more to be done</b></p> <ul style="list-style-type: none"> <li>• Establish a campus-wide committee of faculty, staff and students to oversee professional development for underrepresented undergraduate and graduate students of color. <b>STATUS – this will be part of a new Task Force on the Student Academic/Living Experience 2018</b></li> <li>• Hiatt Career Center will hold three professional development workshops specifically tailored for underrepresented students of color, with at least one specifically targeted to Black students. Suggested topics include wage negotiations, career pipelines, networking, managing co-worker and supervisor relations and conflict.</li> <li>• <b>STATUS: COMPLETE, ONGOING</b></li> <li>• Increase professional development workshops specifically tailored for students of color to five per semester.</li> <li>• <b>STATUS: COMPLETE, ONGOING</b></li> <li>• Establish professional development speakers of color database available for faculty to use in classes/staff to use in programming</li> <li>• <b>STATUS: COMPLETE</b></li> <li>• Develop a pilot program of mentorship/coaching programs for students of color engaging the Brandeis alumni/ae of color and the Brandeis Alumni Association</li> <li>• <b>STATUS: COMPLETE</b></li> </ul>	<p>Spring 2016</p> <p>Spring 2016</p> <p>Fall 2016</p> <p>Fall 2016</p> <p>Fall 2016</p>	<p>Provost, SVP, Students &amp; Enrollment</p> <p>Exec Dir, Hiatt</p> <p>Exec Dir, Hiatt</p> <p>Exec Dir, Hiatt</p> <p>Exec Dir, Hiatt</p>

