

## Background

Immediately prior to the 2018-2019 academic year, Brown University reconstituted the Annenberg Institute with a new academic focus, rooted in research for the amelioration of education inequality. The programs and staff from the Institute were transferred to other universities in an effort to open up the flexibility to align the Institute more closely with the Brown University's strategic plan. Brown brought in Susanna Loeb as the Institute's new Director, effective July 1, 2018. Since that time, the Annenberg Institute has brought in new staff, reached out to faculty around the University, and launched new initiatives and centers of work in alignment with its new goals.

The 2016 Annenberg Diversity and Inclusion Action Plan (DIAP) pre-dates the existing Annenberg leadership and new focus. When the Annenberg Institute filed our annual report on progress towards DIAP activities (August 2019), it was clear that current Institute staff and leadership needed to revisit this process and adjust goals and priorities to align it with our current strategy and focus.

## Process

In August 2019, Annenberg leadership assigned a project manager to oversee the DIAP process, who, in partnership with the former Annenberg Managing Director, established a work plan and pathway to identify new DIAP goals and surface operational tasks that would support their actualization. Workgroup members participated in bi-weekly meetings from November 2019.

In October 2019, the DIAP working group formed with the following composition:

- Mary Arkins Decasse, Program Coordinator
- Carycruz Bueno\*, Postdoctoral Research Associate
- Erika Byun, Project Manager
- Christina Claiborne, Project Manager
- Jessalynn James, Postdoctoral Research Associate
- Jenna Legault, Project Manager
- Sam Madison, Project Director
- Soljane Martinez, Education Coordinator
- Maxine Offiaeli, Project Coordinator
- Ellen Viruleg\*\*, Executive Director

\*Bueno left the working group in December 2019.

\*\*Viruleg left the University and therefore the working group in January 2020.

The working group's charge was to redraft the Annenberg Institute's DIAP Plan and develop a set of recommendations and goals centered on four themes:

1. Academic Excellence
2. Community
3. People
4. Training and Professional Development

In January 2020, the Working Group launched an Institute Climate Survey which achieved a 78% participation rate (21 responses from distribution to a population of 27<sup>1</sup>). The working group reviewed these responses in detail and shared the following report with institute leadership:

- While most feel that Annenberg is fair and respectful, and values diversity, a couple of respondents disagree. These same respondents report negative experiences, etc. throughout the survey, suggesting that some staff may feel alienated by their background or interactions with others at Annenberg. We are a relatively small staff, so even if a small share of our population feels alienated, we consider this to be a problem.
- There is a mixed perspective on the diversity of Annenberg's workforce, as well as the diversity of the academic communities with which Annenberg engages, though there is some institutional uncertainty (>25%) in this regard.
- While responses to workplace climate are generally positive, some areas had variable reported experiences. For example, ~40% were neutral, negative, or uncertain about opportunities to comfortably talk about their backgrounds & cultural experiences with colleagues.
- Staff are generally pleased with the flexibility of work schedules and working remotely.
- Structurally, staff reported mixed feelings about whether supervisors establish policies or operational practices to create inclusive work environments, and less agreement about equity in space for phone calls (43% < agree and 10% are uncertain). Only 1/3 feel that policies and operating procedures are clearly articulated.
- More than 28% of the team is neutral on or does not see an institutional or leadership commitment to diversity. The relatively high number of "Neutrals" and "I don't know" responses reflect the tenure of staff, but also could indicate that we are not doing a good job at either creating an open community or transparent processes.
- The survey respondents are in broad agreement that Annenberg's Professional Development should promote the understanding and mitigation of unconscious bias, as well as career development. Yet, ~20% are neutral on the idea of providing training programs that promote diversity and inclusion (a strange disconnect). There is also uncertainty about whether Annenberg supports participation in diversity and inclusion training (38% DK/NA) and whether Annenberg trains researchers on culturally responsible conduct of research

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<sup>1</sup> The DIAP committee distributed this survey via the general channel on Slack. At the time of distribution, this channel had a membership of 27 (now there are 31 members, including visiting faculty/scholars).

(more than half [57%] are DK/NA, and 19% disagree). Still, it is difficult to train people who are not willing, so we take it as a positive that there is a high percentage of respondents who are interested in PD.

- Most survey respondents agree that they are aware of Annenberg's mission (76%), with the rest either neutral or in strong disagreement.
- Responses are more mixed, however, when it comes to the cultural awareness/sensitivity/etc. of the research Annenberg produces.
- There is a consistent percentage of people (20% who disagree or strongly disagree) who have concerns about how staff and leadership at Annenberg handle race/culture issues in its research and projects.

Regarding the two narrative comments received: both offered negative accounts regarding personal experiences with 1. the physical design of workspace/operations and 2. their perception of institute leadership's cultural awareness.

On January 30, 2020, the DIAP working group hosted a special and open session with members of the Office of Institutional Equity and Diversity: Shontay Delalue and Chloe Poston. All Annenberg postdocs and staff were invited to attend. This session offered the following agenda:

- A redux of the climate survey presentation Shontay gave last spring at Diversity and Inclusion development day
- Contextualization re: why DIAP is important to Brown/beyond Brown. (as most of our staff have very short tenure and very few were part of the university in 2016/2017)
- As we are re-approaching the Action Plan process again/fresh, we would be interested in hearing lessons learned from the first round of action planning (any big mistakes? Any great models?)
- Open Q&A

From February 2020, the DIAP working group, divided into subcommittees centered on the four pillars of recommendation, presented draft recommendations in plenary session. These interim presentations and feedback therein informed a suite of recommendations and a draft report and action plan.

On April 9, 2020, this draft report was shared with Institute Leadership.

On April 23, the working group hosted a follow up meeting with leadership. Discussion from this meeting and leadership feedback was then incorporated into the report.

On May 21, 2020, this report was presented to the entire Annenberg Institute. The report was open for comment between May 22, 2020 and June 5, 2020.

On July 8th, the Institute finalized the report and adopted the following recommendations.

## Recommendations

### Themes and Priorities:

- Establish a post-DIAP working group that focuses on implementation of the plans put forth in this report. The group would be established using open, institution-wide opt-in processes. The DIAP working would be responsible for the following, among other tasks
  - Administer an institute climate survey annually.
  - Continue to provide recommendations for changes to standard operating procedures and financial investments to recruit new faculty, postdocs, staff, and undergraduate fellow in order to increase the Institute's compositional diversity.
  - Continue to provide recommendations for refining existing programming and introducing new programming (e.g., a new seminar series, mentorship programs, social events, a book club, community service) that would encourage Annenberg to communicate values, increase compositional diversity, foster greater community within the institute, and offer professional development to members of our community.
  - Develop or identify and provide trainings and workshop series on culturally responsible conduct of research/work
  - Consider developing an Annenberg FAQ, Policy and Operating Procedures Manual as well as procedure for improving onboarding
  - Create and test an Annenberg "Diversity Statement"
- Design and implement new internal and external communication strategies to improve awareness of and programmatic alignment with Annenberg's mission.
- Align Annenberg events to DIAP goals by clarifying the purpose of the Half-Baked Seminar series and introducing additional events, designed and run by the post-doctoral fellows, to engage a broad audience and bring in a diverse set of speakers
- Adjust recruitment materials, requirements and processes, such as for the Undergraduate Fellows Program and for new faculty, to recruit a more diverse applicant pool
- When possible (given the recent Brown hiring freeze due to COVID-19), consider hiring a communications staff responsible for the design and implementation of new communication strategies to improve awareness of and programmatic alignment with Annenberg's mission, both internally and to public audiences.
- Improve staff experiences by (1) delivering an institute orientation program for new hires focused on diversity and inclusion, making sure that all new hires know whom to speak to resolve workplace concerns, and collecting information on new hires' experiences; (2) creating a mentoring program for staff; and (3) identifying and supporting professional development aligned with DIAP goals.

### Academic Excellence

We define the academics focus area using descriptions set forth in the University-wide DIAP plan, specifically Brown's "[call] for increased scholarly resources to support education and leading-edge research on issues of race, ethnicity, inequality, and justice around the globe." The

university’s plan defines academic excellence in this context across three core goals:

1. creating a learning environment in which students from all backgrounds can thrive in their chosen fields of study;
2. providing scholarly resources to support education and leading-edge research on issues of diversity, social justice, power, and privilege around the globe; and
3. sustaining the University’s long-standing commitment to the highest standards of research and teaching while leveraging scholarly resources to grow Brown’s national and global imprint as a standard-bearer of academic excellence.

We believe that Annenberg’s mission statement is already well in line with the overarching goals of the DIAP process, given that Annenberg works “in pursuit of more just and flourishing societies [... to] enrich educational systems for the benefit of children and youth”, and “the Institute strives to equalize and improve educational opportunities.” Annenberg further defines its mission as “bringing together diverse thinkers”.

Academia is built upon a foundation of peer review, where a multiplicity of perspectives is vital for bringing rigor to research, both in terms of the present body of research and the foundations for future research. As such, the *Academics* DIAP focus will by definition overlap with other DIAP areas, particularly *People* and *Training*.

In addition to relying on University-level DIAP plans and framing our recommendations within the context of Annenberg’s mission statement, we use responses from a winter 2020 survey of Annenberg staff around the culture and climate at the Institute to target areas of weakness that should be prioritized in our DIAP. For example, the climate survey revealed that substantial portions of the staff either disagreed with or did not know enough about: Annenberg’s alignment with its mission, the cultural knowledge and competence demonstrated by our research and researchers, or the thoughtfulness, engagement, and knowledge of Annenberg staff regarding issues of race and culture.

Our Academics-specific recommendations address three broad areas:

1. expanding the diversity of perspectives represented in and by Annenberg’s scholarship
2. improving awareness of and programmatic alignment with Annenberg’s mission
3. ensuring cultural awareness, appropriateness, and relevance across Annenberg programs and resources

Measures to expand the **diversity of perspectives** represented in and by Annenberg’s scholarship:

Recommendation	Responsible Party	Indicators	Priority
Seminar speakers, both at and outside of Brown, come from diverse backgrounds, disciplines, and topics, and present work that aligns with	Post-Docs, with oversight of	External speakers represent a mix of races, ethnicities, and genders	Y1-2

<p>Annenberg’s larger vision</p>	<p>Leadership  (depending on the format -- i.e., Half-Baked, or new separate series, responsibility can include institute programming staff and/or post-docs)</p>	<p>Presented research topics address populations from a variety of backgrounds, including those from under-represented populations  Internal speakers (i.e., through the half-baked series) are representative of the gender, race/ethnicity, disciplinary backgrounds, topics, and seniority distribution of the Annenberg research community</p>	
<p>Solicit recommendations for external speakers from the network of Annenberg staff, faculty, and affiliates</p>	<p>Post-Docs, with oversight of Leadership</p>	<p>External speakers represent a mix of races, ethnicities, and genders  Presented research topics address populations from a variety of backgrounds, disciplines, and topics, including those from under-represented populations  Internal speakers (i.e., through the half-baked series) are representative of the gender, race/ethnicity, disciplinary backgrounds, and seniority distribution of the Annenberg research community</p>	<p>Y1-2</p>
<p>Broaden access to the greater Brown and local communities by either opening up certain seminar sessions or starting a new open-invitation speaker series</p>	<p>Leadership (designating seminar series structure[s] and approving speakers);  Post-Doc committee for managing the series and inviting speakers</p>	<p>A new series would align well with goals to enhance/grow the Annenberg’s reach into new and diverse communities and also serve to support goals relative to increasing compositional diversity in programming.  This activity would also align well with early conversations with RIDE about a co-hosted series that engages community audiences and a research practice partner.</p>	<p>Y3-5</p>
<p>Emphasize Annenberg’s mission (and the program’s alignment to the mission) in Annenberg Undergraduate Fellows program materials and recruitment efforts</p>	<p>Program Leadership (Jesse Bruhn and Katharine Meyer)</p>	<p>The program attracts a more diverse group of applicants, attracting those who might have both an affinity and an aptitude for the types</p>	<p>Y1-2</p>

		of learning and experiences built into Annenberg’s SURP programs, but may not recognize that in themselves unless actively recruited (e.g., female students internalizing assumptions about their quantitative skills)	
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Measures to **improve awareness** of and **programmatic alignment** with Annenberg’s mission:

Recommendation	Responsible Party	Indicators	Priority
Create a space on the Annenberg website for staff profiles that highlight how their work aligns with Annenberg’s larger mission and vision	Project Manager (initially) Communications staff (eventually)	Annual staff surveys demonstrate that staff, faculty, etc. feel valued by the organization  Annual staff surveys demonstrate awareness of Annenberg’s mission and confidence in the alignment of Annenberg’s work with issues of equity and opportunity	Y1-2
Annenberg should, on its website, during presentations, and in other public manifestations of its work, make explicit the connection between our work and why we are doing it (i.e., how it connects to Annenberg’s mission)	All staff and faculty	Annual staff surveys demonstrate awareness of Annenberg’s mission and confidence in the alignment of Annenberg’s work with issues of equity and opportunity	Y1-2
Create a rotating “highlight” section of the EdWorkingPapers newsletters that showcases papers aligning with Annenberg’s mission	EdWorkingPapers Project manager (position does not currently exist)	Annenberg is a recognized presence in the development and advancement of research pertaining to equity and inclusion in education policy  Annenberg represents (through affiliated and participating researchers) and reaches diverse communities in terms of: sector, research focus, disciplinary approach, and racial/ethnic and gender identity	Y1-2

Measures to **ensure cultural awareness, appropriateness, and relevance** across Annenberg programs and resources:

Recommendation	Responsible Party	Indicators	Priority
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<p>Provide trainings and workshop series on culturally responsible conduct of research/work for Annenberg faculty and staff, including sessions on such topics as:</p> <ul style="list-style-type: none"> <li>● Acknowledging and addressing the limitations of proxy measures;</li> <li>● Self-evaluating one’s racial/ethnic and cultural knowledge, especially in the context of one’s research;</li> <li>● Respectfully and appropriately discussing racial/ethnic, cultural, inequality, and justice issues in research, as well as with colleagues, students, and others;</li> <li>● Clearly but respectfully communicating research on these topics to researchers from a range of backgrounds (e.g., in some disciplines the norms of discussion for these issues are more nuanced and established than others; the idea is to build a model of communication and language use that can advance conversations and make research more accessible to diverse audiences)</li> </ul>	<p>DIAP Committee responsible for coordinating</p>	<p>Annenberg climate survey demonstrates greater:</p> <ul style="list-style-type: none"> <li>● confidence that staff are actively engaged, thoughtful, and forthright regarding tensions that can surface when conducting research, pursuing projects or new initiatives, where issues of race and culture are concerned;</li> <li>● agreement that Annenberg researchers possess or are pursuing deeper racial and cultural knowledge about themselves, community partners, or study participants;</li> <li>● and confidence that Annenberg’s research demonstrates the cultural knowledge to accurately interpret the experiences of our populations of study (e.g., marginalized groups)</li> </ul> <p>Researchers are able to responsibly and respectfully engage with, represent, and evaluate sensitive topics in ways that do not alienate communities that are pivotal to our mission</p>	<p>Y3-5</p>
<p>Make sure EdInstruments includes some measures that have evidence of relevance, validity, and reliability for diverse populations—specifically including at-risk students, English Language Learners, gifted students, and students with disabilities.</p>	<p>EdInstruments Program Manager</p>	<p>The EdInstruments repository includes multiple measures with evidence of validity and reliability for diverse populations, including at-risk students, gifted students, and students with disabilities</p> <p>For these measures, users can feasibly identify when/if an instrument is appropriate for these specific subgroups</p>	<p>Y3-5</p>



### Community

The development of “Community” pertains to (a) the current composition of our Institute and how inclusive and respectful we are with one another and (b) the communities that our Institute operates in. The Community subcommittee recommendations were informed by the climate survey responses, personal experiences of its members, and feedback from colleagues. The team also consulted popular and vetted organizational change ideology/methodology sources (e.g., [Kotter’s 8 step change model](#), [Moving from Diversity to Inclusion](#)) in the creation of these recommendations. The goal of all recommendations is to capitalize on the efforts that Annenberg has currently made with new leadership, and expand upon them to create a more cohesive and positive workplace environment. As we continue to grow in numbers, we will continually revisit how to scale and improve upon the existing sense of community.

Measures to foster our **Institute’s** community:

Recommendation	Responsible Party	Indicators	priority
Iterate upon/repeat climate survey annually	DIAP Implementation Committee	An important outcome of the annual survey being a constant review of practices and policies with the aim to measure results that would be reflected by increased positive feedback and suggestions from Institute respondents.	Y1-5
Create an Annenberg Onboarding FAQ Reference Guide and deliver as a tool to assist during orientation programming for new hires.	Draft of items to include developed in DIAP committee  Refinement: to follow with HR/Annenberg Leadership	This would result in a well-informed community regarding policies and procedures and provide members of diverse backgrounds with the tools and information to more seamlessly navigate their new workplace.	Y1-5
Survey new hires about their experience in learning Institute policies and procedures to evaluate if the newly created policy manual is effective.	Leadership/Annenberg HR	90-day post hire survey to measure new hires gained knowledge about their experience in learning Institute policies and procedures and to evaluate if the newly created policy manual is effective. Followed up by a 1-year survey to gauge information retention and potential gaps	Y1-5

		in policy knowledge. The continuous input and feedback from surveys would inform future policy manual revisions and policy updates.	
Explore via survey, interest in a bi-monthly Book/Discussion Club to explore diverse topics. By pulling from selected books, articles, current events and happenings on or around campus, this would result in more people outside the DIAP committee devoting their time to self-growth and expanded understanding of diverse topics. We recommend any group initiative would require an interest survey to gauge feelings surrounding possible implementation	DIAP Committee	This will result in a group of individuals that have expanded knowledge/thinking and have stepped outside their comfort zone and into a safe space that they are able to discuss topics related to diversity and inclusion with colleagues. This can serve as a stepping stone to a workplace where people are more comfortable.	Y1-2
Provide additional support to diversity and inclusion among professional staff through the creation of a mentoring program. Continued development of the program will come from surveying participating staff/mentees and mentors regarding lessons learned, skills acquired, paths to improvement, and obstacles to overcome.	Annenberg and affiliated department members who are interested in opting into the program and going through training sessions to set expectations for their role as a participating mentor	Staff form new partnerships cross-functionally, expand networks, are able to develop workplace allies, and community is reinforced.	Y3-5
Quarterly Annenberg Institute Social Events (potluck lunches, walking club, pop up after work get togethers, bake offs).	DIAP Committee with Annenberg Administrative arm	The enjoyment of social events outside of the workplace setting that provide the opportunity to interact with colleagues in a low-stakes relaxed environment. This would result in a cohesive Institute where people are more inclined to interact with colleagues outside of direct work tasks.	Y3-5
Designate Institute “Ombudsperson” or facilitate institute workshop with University Ombuds so that community members know who to speak to resolve workplace concerns (if there is discomfort with reporting structure or just want neutral advice)	Leadership/Administration	Ensure Annenberg community is aware of support structure and doesn’t feel alone when faced with workplace conflict/concern	Y3-5

Provide opportunity for our own community to approach advanced methods talks by external speakers by hosting (if appropriate/desire is expressed) a pre-talk that serves as an introduction for complex papers or topics, creating meaningful entry to content (alternately, the hosting of some speakers that are technical and adhere to the norms of their field, and others that can speak to a broader audience.)	Faculty and sponsors of the invited speakers.	All participants in institute programming feel respected and included.	Y3-5
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To expand upon our impact in the broader community, Annenberg strives to create an intellectual network to share ideas. Over the past year, we designed a series of events to bring researchers and practitioners together. We hosted visiting scholars (4) to provide creative renewal to the Brown-based community. The Institute also creates intentional opportunities for scholars to learn from each other. We started a seminar series to feature new and developing work, known as the “Half Baked Seminar,” which gives researchers a venue for receiving feedback from diverse viewpoints, accelerating the pace at which the research improves. It also supports scholars by providing space to work and convene, as well as secure data storage and access and we continue to develop tools for practitioners and researchers.

Measures to grow our impact on the **broader community**:

<b>Recommendation</b>	<b>Responsible Party</b>	<b>Indicators</b>	<b>Priority</b>
Meet with the Director of Undergraduate Studies in the Education Department to learn how the Annenberg Institute can support deeper engagement with Education concentrators either via programming or mentorship programs (and subsequently offer additional recommendations/evaluate Institute capacity for their support).	DIAP Implementation Committee	Increase Annenberg’s impact on Brown undergraduates while still maintaining core mission and function of Annenberg Institute.	Y1-2
Example of one recommendation that may come following coordination with Education Director of Undergraduate Studies: Modeling after the half-baked seminar series, create a parallel Undergrad/Grad seminar series wherein students can present work and get feedback from Annenberg affiliates prior to conference or other academic presentation. (This activity could be achieved in partnership with or at a minimum in support of the Education Department and Director for Undergraduate Studies)	Will require a Project Manager	Increased interaction with the overall Brown community while giving students the opportunity to grow as young professionals outside of the Annenberg Undergraduate Fellows Program (could also serve as a good feeder for fellows’ applicant pool).	Y3-5
Develop a joint mentorship program, alongside and in collaboration	Will require Project	Increased visibility and awareness among	Y3-5

<p>with the education department, geared towards juniors and seniors for historically underserved students who are interested in pursuing a career in education research/policy/reform. The program would offer both field context and some focus on the skills needed to navigate interviews/applications for education-focused opportunities post-graduation. Survey participating students at multiple increments post-program (6 months, 1 year, 2 years) in order to understand whether or not the skills and experiences garnered in the program are actually useful and applicable to their post-collegiate work in education. Additionally, surveying participating students to understand how the program can be improved for future students</p>	<p>Manager. Mentors will include Annenberg and affiliated department members who are interested in opting into the program and going through training sessions to set expectations for their role as a participating mentor</p>	<p>student population regarding the Institute and its ability to enrich the student experience at Brown and foster a passion for careers in education research/policy/reform</p>	
<p>Design at least one Community Service Event(s), open to all Annenberg staff, faculty, and affiliated faculty, per year with established Institute partners, either in the local Providence community or Brown community, in which all Annenberg affiliates could participate.</p>	<p>DIAP implementation committee in collaboration with Education Coordinator</p>	<p>An Annenberg team strengthened by the opportunity to contribute to the campus and local communities. Suggestions from staff/faculty for possible opportunities to provide and develop community service ideas/events</p>	<p>Y3-5</p>

### People

This subcommittee’s focus is on measures to increase *compositional* diversity; however, the subcommittee fully acknowledges that any recommendations herein have to be embedded in larger inclusive community practices and fully linked with the goals of community, professional development, and academic excellence, or we risk generating isolated initiatives that don’t actually support DIAP overarching goals and serve to potentially alienate the Annenberg community. Measures recommended are therefore intended to communicate values to people, by way of people, and, theoretically, open doors for inclusive cultural practice. Please note that all recommendations herein apply to core Annenberg work and Annenberg funded work. While the institute also supports grant-funded and faculty affiliate-led work, the Institute is not in a position to suggest alternate practice to hiring or functioning of those relative projects and teams. A crosscutting theme would be leadership demonstrating visionary and explicit commitment to diversity in the organization.

We also aim to lay plain other considerations regarding our ability to impact compositional diversity:

- Annenberg doesn't have its own faculty lines (tenure is granted through academic departments), so our ability to change the faculty bench comes in partnership with others. However, there are plans and endowment "carve-outs" intended to support the hire of 1-2 new faculty in other departments.
- We manage our own postdoctoral searches
- We manage our own staff searches
- We manage the recruitment and appointment of undergraduate fellows

Measures to increase compositional diversity of Institute **Faculty and Postdocs**:

Recommendation	Responsible Party	Indicators	Priority
Understand/seek training on the 5-year plan of Departments in which Institute faculty have academic positions (Economics, Education etc.), to better align the Institute's actions with respective Departmental plans and actions.	Institute Faculty (Susanna, Nate, John, Jesse, and TBD Ed Policy)	Annenberg is able to participate in faculty searches meaningfully and fully in partnering academic units and can leverage Department DIAPs to inform search committee decision making	Y1-2
For core Annenberg work, evaluate language used in job postings (faculty, postdoc, and staff) to avoid phrases that might sound elitist or exclusive.	Hiring manager/search committees in partnership with OIED and Human Resources	All qualified candidates can see themselves in position description/no alienation (increase % of diversity)	Y1-2
Ensure that faculty/postdoc searches are comprehensively identifying and targeting important sources of qualified candidates <ul style="list-style-type: none"> <li>● Identify potentially untapped sources of recruiting in partnership with the OIED.</li> <li>● Commit to some level of paid advertising in specific lists identified by OIED</li> </ul>	Search committees/hiring managers	(to improve pipeline) expect to increase percentage of HUG candidates in applicant pool	Y1-2
Document the specific outreach efforts that lead specific individuals to apply/form an evidence base (post-hire survey during onboarding)	Staff hiring managers/search committees	Annenberg knows what strategies are working to attract a diverse applicant pool.	Y1-2, continually

Prospective faculty recruitment should include candidate meeting with OIED or meeting with DIAP working group (if not possible during candidate visit, at some stage during candidate’s consideration of Brown/Annenberg opportunity). Alternatively, the Annenberg DIAP could made available for candidate’s review.	Search committee	All candidates are able to understand the institute’s commitment to diversity and inclusion. Recruitment of diverse candidates is supported.	Y3-5
Articulate how faculty become affiliated with the Annenberg Institute and what are the expectations for affiliate faculty.	Institute Leadership	Defining a process will enable all to see how they may participate in the Annenberg (increase % of diversity)	Y1-2
Seek to strengthen partnerships with individual faculty on campus whose work intersects with the directions of our Institute and who would represent a plurality not just of perspective, but of gender, race, ethnicity, or other measure of diversity for our community (either via speaking invitations, undergraduate fellows’ programs, grant proposals, or other initiatives).	Institute leadership/Education Coordinator	Expand network of practitioners and partners, (Increase % of diversity)	Y1-5 (ongoing)

Measures to support increased/enhanced compositional diversity of **Staff**:

<b>Recommendation</b>	<b>Responsible Party</b>	<b>Indicators</b>	<b>Priority</b>
For Annenberg core work, establish an ‘interview panel’ that consists of appropriate, cross-functional, existing staff who support staff searches by participating in candidate interviews and offering feedback to hiring managers in a structured rubric. The interview panel may also review candidate materials or data tasks to assist hiring managers, at hiring managers’ discretion.	Hiring Manager/Leadership	Process is evidenced and transparent to all members of the Institute, staff participate in decision making, candidates are recruited by peers and get a sense of team dynamics and culture of Annenberg.	Y1-2
Codify into standard operating procedures the following work practices: ability to operate on flexible work schedules and ability to work remotely	Leadership/admin	Positive attributes of Institute culture (as reported from institute climate survey) remain in place and strengthened. Staff members understand how to request flexible or alternate work schedule.	Y1-2

<p>DIAP implementation committee will recommend specific Diversity and Inclusion Development opportunities and staff/supervisors can incorporate DIAP specific training goals into annual goal-setting process</p>	<p>Supervisors, in consultation with DIAP Implementation committee/Annenberg HR</p>	<p>Individual goals serve to reinforce the value structure of the Institute, and staff development is maintained in alignment with Community and Professional Development objectives.</p>	<p>Y3-5</p>
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Measures to increase/enhance compositional diversity of **Annenberg Student Population:**

<b>Recommendation</b>	<b>Responsible Party</b>	<b>Indicators</b>	<b>Priority</b>
<p>Review Undergrad Fellows admission process, advertisement protocol (e.g., distribution to specific student group lists), and requirements from candidates. Create a structured process of recruiting students for the Undergraduate Fellowship program from concentrations besides those related to economics, education, and sociology (e.g. race/ethnicity/gender studies, and other social-justice-related fields)</p>	<p>Program manager/lead faculty</p>	<p>Ensure we are generating a robust and diverse pipeline in the undergraduate applicant pool</p>	<p>Y1-2</p>
<p>Conduct an end-of-program evaluation of Undergraduate Fellows program that asks questions about diversity and inclusion</p>	<p>Program manager/lead faculty</p>	<p>Assess whether we are effectively communicating our values to our undergraduate fellow student populations</p>	<p>Annually</p>
<p>Identify and engage a Program Ambassador from each departing cohort of Undergraduate Fellows to assist in recruitment of the next cohort of fellows</p>	<p>Program leadership</p>	<p>Program and student experience is represented, recruitment of incoming cohort is supported</p>	<p>Annually</p>
<p>Increase visibility and strengthen relationship to students in UEP Program through programming or research assistantship opportunities</p>	<p>UEP Program Director and Institute Faculty/Admin ops</p>	<p>Expand community and network of practitioners, train new voices</p>	<p>Y3-5</p>
<p>Partner with Brown’s Education Department to select Ruth Simmons Fellowship for incoming UEP student (supported by Annenberg) and consider meaningful engagement of recipient in the Institute.</p>	<p>Admissions Committee and Institute Leadership</p>	<p>Proactively engage in the selection process to ensure meaningful recruitment and engagement of all students Annenberg supports.</p>	<p>Y3-5</p>

Measures intended to **communicate D&I values to People** (and therefore have potential to impact our ability to augment compositional diversity):

<b>Recommendation</b>	<b>Responsible Party</b>	<b>Indicators</b>	<b>Priority</b>
Create an Annenberg “Diversity Statement” that will be featured prominently on our website and other official documents (see Watson Institute).	DIAP working group, supported by Leadership and Web/Technology Manager	Annenberg values and commitments to diversity and inclusive practices are clearly communicated to public audience	Y1
Audience test our website for messaging that is consistent with Diversity Statement	Website project team, concurrent with finalization of website content.	Annenberg values and commitments to diversity and inclusive practices are clearly communicated to public audience	Y1-2

Measures intended to increase compositional diversity relative to all **Annenberg Programming**:

<b>Recommendation</b>	<b>Responsible Party</b>	<b>Indicators</b>	<b>Priority</b>
Work to increase number of speakers from diverse backgrounds who do not necessarily conduct research on race (aligning with recommendations from Academic Excellence, Community and Professional Development to develop another seminar series that has different purpose from Half-baked)	Depends on how is programming designed, initiative/project	Speakers we promote are varied and representative of our values	Y3-5
Increase type of speakers (students, postdocs, research staff, either by allowing different players to moderate, introduce, or speak)		Research associates and students are empowered to actively participate in Annenberg community and present their research/ current work.	Y3-5

Finally, while this subcommittee does not have a strong view into the current/proposed Advisory Committee composition, we believe that its membership communicates the values of the Institute and therefore the Annenberg Institute should ensure that its membership is reflective of



them. For example, committee membership should be representative of diverse perspectives including women and members of historically underrepresented groups. Further, members should be publicly named on the Annenberg website.

### Training and Professional Development

Our subcommittee utilized the internally developed AI climate survey, as well as recommendations from the Brown University OIED, People/Community/Academics AI DIAP subcommittees, and external expertise related to higher education diversity and inclusion training best practices to develop the following. We believe that creating an inclusive workplace requires awareness, mobilization, action, and alignment. With those tenets in mind, we propose the following recommendations to AI leadership:

<b>Recommendation</b>	<b>Responsible Party</b>	<b>Indicators</b>	<b>Priority</b>
<p>Utilize existing Brown University resources to support Annenberg participation in various diversity and inclusion development opportunities:</p> <p>Annenberg staff are intentionally introduced to existing diversity and inclusion resources/training including, but not limited to:</p> <ul style="list-style-type: none"> <li>· Diversity and Inclusion Toolkit</li> <li>· Unconscious Bias Module</li> <li>· Diversity Dashboard</li> </ul> <p>Staff are made aware of DI PD Lunchtime Series</p>	<p>DIAP PD/Training Liaisons: Volunteer liaisons from the DIAP working group will disseminate existing resources through a variety of modalities to broader Annenberg staff</p> <p>Liaisons will become internal “resource experts,” tasked with giving context to and tracking Annenberg utilization of resources</p>	<p>Annenberg staff will gain greater exposure to, and learn from, existing Brown DI resources</p> <p>Volunteer PD/Training Liaisons will develop internal resource/training expertise that will strengthen Annenberg’s training capacity</p>	<p>Y1-2</p>
<p>Regarding Postdoctoral Individual Development Plans and mentorship:</p> <ul style="list-style-type: none"> <li>● Develop more formal faculty mentoring compacts/programs</li> <li>● Ensure mentors are trained to carry out this activity effectively, including providing mentorship related to issues of race, gender, and even work-life balance</li> </ul>	<p>Annenberg and affiliated faculty</p>	<p>Postdoc network is expansive and postdoc development is well supported/consistent with values of diversity and inclusion</p>	<p>Y1-2</p>
<p>Design and offer internal Annenberg Trainings and PD:</p>	<p>AI Leadership:</p>	<p>Participation added (in some</p>	<p>Y3-5</p>

<ul style="list-style-type: none"> <li>• Quarterly brown bags focused on DI topics (can consult with OIED, external resources, use case study model)</li> <li>• Parallel seminar series focused on diversity of topics/speaker in conjunction with affinity groups/centers</li> </ul>	<p>Approval, incentivization for participation</p> <p>DIAP Training/PD Liaisons: Development, outreach, relationship-building</p> <p>Annenberg Staff with expertise in specific DI concepts: Share and facilitate PD opportunities</p>	<p>Form) to evaluation rubric</p> <p>“Exit-tickets” and surveying</p> <p>Greater representation of topics, speakers, collaborators, relationships with affinity groups/other centers</p>	
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