



# Highlights of Academic Affairs' Efforts to Advance Diversity, Equity and Inclusion

---

*Office of the Provost Report*

June 2015 – May 2016

## Table of Contents

<b>Highlights Snapshot from the 2015-2016 Academic Year</b> .....	<b>3</b>
<b>Introduction</b> .....	<b>4</b>
<b>Defining Diversity &amp; Inclusion</b> .....	<b>4</b>
<b>Administration</b> .....	<b>5</b>
<b>Faculty</b> .....	<b>5</b>
<b>Recruitment</b> .....	<b>5</b>
Research .....	5
Search Process and Strategy .....	5
Data Tracking and Management .....	6
<b>Retention</b> .....	<b>6</b>
Retention Cases .....	7
Faculty Development .....	7
<b>Students</b> .....	<b>8</b>
<b>Undergraduate Student Recruitment</b> .....	<b>8</b>
<b>Graduate and Professional Students</b> .....	<b>9</b>
<b>Curriculum</b> .....	<b>10</b>
<b>Campus Life</b> .....	<b>10</b>
Dean of Students .....	11
The Martha Rivers Ingram Commons.....	12
Schools and College Sponsored Lecture and Guest Series.....	13
Center for Student Professional Development .....	13

## Highlights Snapshot from the 2015-2016 Academic Year

- *The fall 2015 entering undergraduate class of 2019 broke all prior records for being the most academically prepared and diverse class to date.*
- *Of 38 new faculty hires to arrive in 2016, 35% are underrepresented minorities, 41% are minority, and 49% are women; ~70% of the 38 bring diversity to their respective departments.*
- *Each school/college designated a top administrator to serve as the liaison to the Chief Diversity Officer; Peabody and Engineering appointed associate deans to focus on diversity, equity and inclusivity.*
- *The capabilities of the Psychological and Counseling Center were expanded to meet the needs of diverse students and plans were made to launch a new Center for Student Wellbeing.*
- *In 2015-16, the Dean of Students Offices sponsored more than 260 collaborative diversity/equity/inclusion programs, events, and trainings that were attended by a total of more than 8,600 members of the university community.*
- *Lecture series held across campus engaged students in conversations ranging from historic Confederate symbols on campus to minorities in STEM fields.*
- *The new University Courses program awarded funding to three trans-institutional courses addressing topics related to diversity.*
- *A faculty job satisfaction survey was administered by the Collaborative on Academic Careers in Higher Education (COACHE). Vanderbilt achieved the highest response rate in COACHE's history.*
- *Cultural competency training was expanded for VUCeptors, the first-year student mentors, in addition to diversity-related Vanderbilt Visions modules, the fall 2015 first year reading, "The Madonnas of Echo Park" inspired additional programming opportunities, and "Strong Inside" was selected for the fall 2016 reading.*

## Introduction

Vanderbilt's commitment to trans-institutional discovery and learning rests on building and nurturing a diverse, inclusive, and equitable campus. To solve the grand challenges that face our community, country and world we must bring diverse perspectives to bear. These diverse perspectives rest, in part, on forging interdisciplinary work, where students and faculty from a broad range of fields come together to work on societal problems. But, to be truly successful in tackling these issues, our commitment to diverse perspectives must go further. We must also recruit and retain faculty and students who are diverse themselves, coming from a broad array of backgrounds and experiences. Research has shown that diverse groups make better decisions—that “sameness” slows creativity and keeps us all from making the kind of difference in people's lives we aspire to achieve. This simple fact has been a cornerstone of all great and successful organizations.

The deep interconnectedness between diversity and trans-institutionalism motivates many of the efforts undertaken in the Provost's Office to advance teaching, research, and service.

The following report captures various efforts and progress made in support of advancing diversity, equity and inclusion over the past academic year. ***This is not an exhaustive list of all activities but highlights the visions and direction embraced across campus in areas reporting to the Provost's Office.***

## Defining Diversity & Inclusion

To make progress on advancing diversity, as an institution we must be clear on what we mean. Individuals self identify along a number of lines ranging from race, gender and ethnicity to sexuality, religion and political preferences. Each identity is significant in its own right but a high degree of intersectionality exists among them. We must create an environment where all feel valued and welcome, with special attention to groups that have been marginalized. This broad definition of diversity, which encompasses all of these differentiators, is considered in all of our efforts. Each acting office, department or organization considers to what extent these various identifiers should be considered in efforts to advance, diversity, equity and inclusion. Our data tracking efforts are limited, however, to race, gender and ethnicity.

- **URM – Underrepresented minority:** For the purpose of this report, the data capturing “URM” refers to African-American or black, Hispanic and Native American. While these specific groups are considered URM university-wide, the groups that are underrepresented vary by school/college and by department.
- **Minority** (also referred to as “person of color”) – For the purpose this report, the data capturing “minority” refers to African American, Hispanic, Asians, international of color, and two or more races.
- **Gender** – Gender is classified as either men or women. To date, we do not have gender identity data

## Administration

The Provost Office developed a best practices report on administration, faculty recruiting and faculty retention. The report was used in conjunction with input from meetings and conversations to inform efforts across a variety of areas.

- All search committees for Office of the Provost leadership roles considered diverse perspectives and employed best practices to enhance diversity among the pool of applicants.
- Each school designated a top administrator to serve as the liaison to the Chief Diversity Officer and Peabody and Engineering appointed associate deans to focus on diversity, equity and inclusivity.
- The Provost Office *Open Dore* newsletter, *Open Dore On Location* discussion sessions and school specific meetings served to inform faculty and staff of initiatives and gathered input.
- The Provost office supported the joint Faculty Senate and Vanderbilt Student Government initiative to expand awareness regarding gender identity and pronoun usage.

## Faculty

### Recruitment

*In the fall 2015, approximately 15% of the tenure and tenure-track faculty in the schools and colleges reporting to the Provost were minorities (8% were underrepresented minorities). Strikingly, the proportion has remained relatively flat over the past 8 years (15% in 2006). Women accounted for 31% of tenure and tenure-track faculty in 2015 up only a few points from 2006 (27%). These data are significantly different when compared to our entering undergraduates with ~50% gender balance and 39% minority. In recognition that more work needs to be done to create a diverse and inclusive faculty, efforts to bring about systemic change began in the fall of 2014 with the establishment of new procedures for the 2015 and 2016 academic years. Creative strategies like cluster and opportunity hires have led to considerable gains. Improved data tracking and analysis efforts will further inform efforts going forward.*

### Research

- In the summer of 2015, the Provost office compiled a comprehensive benchmarking report that detailed best practices in faculty recruiting and retention by our competitor institutions. The report, along with insights gained from conversations with faculty and other peer institutions' provosts, helped guide efforts in this area.

### Search Process and Strategy

- We revised the process and procedures related to faculty hiring:
  - Deans submit a narrative with each search authorization request that details how they will achieve and be accountable for diverse and inclusive applicant pools and candidate consideration.

- The Provost office authorized the use of new recruiting strategies and mechanisms:
  - In fiscal year 2016, Peabody used a cluster strategy for faculty hiring which entails extending multiple offers simultaneously to highly sought-after faculty. This strategy increases the likelihood that Vanderbilt secures its top choices.
  - In fiscal year 2016, The College of Arts and Science and the Blair School used opportunity-hiring approaches, which authorizes hiring if candidates that would bring inclusive excellence to their unit are opportunistically identified.
- In fiscal year 2017, further engagement will be achieved. We will work on the front end of the hiring process to ensure we have inclusive job descriptions, search committees, and diverse applicant pools.

**Data Tracking and Management**

- New data management systems were launched to capture search authorization requests and to track demographic data of the applicants and the interview pool.
- A total of 45 searches were authorized and a total of 38 have been executed to date. Overall, about 70% of new hires bring diversity to our faculty. In particular, 35% are underrepresented minorities, 41% are minority, and 49% are women.
- We launched an analysis of faculty salary data to assess where inequities exist across race, gender or ethnicity lines.
- The chart below summarizes the gains made in this year’s hiring by comparing our diversity numbers to those in the year prior to Provost Wente’s tenure.

<b>New Faculty Hires</b>	2013-14	2015-16
% Women	48%	49%
% Minority/Of Color (African American, Hispanic, Asians, International of color, and 2 or more races)	14%	41%
% URM (African American, Hispanic and Native America)	7%	35%

**Retention**

*Given the national dialogue and the recruiting initiatives of some of our peer institutions, it was an incredibly competitive year. Remarkably, we successfully retained at the same overall rate across all demographic groups. This year, additional mentoring and professional development opportunities were offered to provide further support to faculty. In addition to launching a third-party administered faculty satisfaction survey, the Provost and Vice Provost Geer have held numerous one-on-one conversations with faculty across all demographic*

groups to ensure their concerns and perspectives are informing faculty development and support efforts.

### Retention Cases

- A total of 38 retention cases were managed during the 2015-16 academic year and we were successful at retaining 31 (80%).
- Of those 38 cases, 27 involved candidates who advance diversity; we retained 22 of the 27 (81%).
- Overall, the retention success rate is basically the same (about 80%) across all categories.
- These successes reflect the close collaboration and support of the Chancellor, Provost’s Office and the deans.

<b>Faculty Retention Cases 2015-1016</b>	Cases	Retained
Total	38	31 (82%)
Women	18 (47%)	15 (83%)
URM (African American, Hispanic and Native America)	13 (34%)	10 (77%)
Minority/Of Color (African American, Hispanic, Asians, International of color, and 2 or more races)	15 (39%)	12 (80%)

### Faculty Development

- Chancellor Faculty Fellows – The first and second cohorts are diverse groups with representation across the schools/colleges. The program awards newly tenured faculty members with funds to help take their work to the next level at this critical juncture in their career.
- Trans-Institutional Program awards – This program tied to the Academic Strategic plan is designed to support faculty research that involves multiple disciplines and tackles society’s grand challenges. Many of the programs awarded in the first year address issues related to diversity, equity and inclusion and have made considerable progress in moving the projects forward. For example:
  - Trans-Institutional Collaborative to Improve Chronic Disease in Children and Their Families in Underserved Settings
  - Learning Institute for Health Solutions in the U.S. South
  - Wisdom Working Group
- COACHE - To better inform our efforts to develop, retain and support faculty, we joined the [Collaborative on Academic Careers in Higher Education \(COACHE\)](#) who administered a faculty job satisfaction survey from February to April 2016. Vanderbilt achieved the highest response rate in COACHE’s history. The results will be available by the fall of 2016 and will provide an invaluable opportunity to assess the climate on campus for all groups, ranging from race and ethnicity to sexual orientation to gender identity to religious and political views. The Office of the Provost is working

closely with Vice Chancellor Hill on this project. By taking a broad look at our campus climate and community, we will learn a great deal about our faculty and how to be even more supportive of their teaching, research, and service missions.

- NCFDD – The Office of the Provost secured an institutional membership with the [National Center for Faculty Development & Diversity \(NCFDD\)](#) available to all faculty, staff, graduate students and postdoctoral scholars. These members of our campus community now have access to professional development, training, and mentoring. NCFDD resources are broadly applicable across academic disciplines and include a range of topics such as time management, overcoming academic perfectionism, how to develop a daily writing plan, how to write grant proposals, and more. These resources offer concrete guidance that could increase productivity and a high sense of well-being.
- Higher Education Research Consortium (HERC) – Vanderbilt joined HERC, a consortium focused on increasing faculty diversity, in the fall and quickly began offering on-campus events, workshops and webinars. To name a few:
  - Jennifer Sheridan, Executive & Research Director, Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin-Madison - *Fostering a Diverse Faculty- Reducing Bias in the Search Process. HERC on-campus event. Fall 2016.*
  - *Courageous Leadership - Recruiting and Retaining Latina and Latino Faculty and Higher Education Professionals*
  - *Practical Steps for Interrupting Bias in Academia*

## Students

### Undergraduate Student Recruitment

*Since the introduction of Opportunity Vanderbilt in 2008, Vanderbilt has made impressive gains in increasing the diversity of its student body. In fact, Vanderbilt is a leader among AAU institutions with respect to African American enrollment. University Enrollment Affairs continues to expand efforts to recruit underrepresented minorities with new strategies to expand access and to target first-generation students. Highlights include:*

- The fall 2015 entering undergraduate class of 2019 broke all prior records for being the most academically prepared and diverse class to date.
  - 38.8% of all students are from minority groups
  - 9.5% African American
  - 9.4% Hispanic
- The 27<sup>th</sup> POSSE class was recruited from a deeper applicant pool and special outreach efforts were added to assist with their transition to college life.
- Vanderbilt became an inaugural member in the Coalition for Access Affordability and Success that offers an alternate admissions application.
- We launched an innovative recruitment partnership with College Greenlight, which provides resources, mentorship and scholarship information to first-generation and underrepresented students.

## Graduate and Professional Students

- The Graduate Education Study Group released its report entitled [“A New Vision for Graduate Education at Vanderbilt.”](#) The report includes a number of recommendations to advance excellence including enhancing our ability to recruit and retain the best graduate students. Recommendations range from offering expanded career and professional development programming and mentoring to providing the school and college departments with resources and training on how to attract and support students.
- The Graduate School expanded efforts to recruit students from underrepresented backgrounds including hosting the third annual Vanderbilt National Name Exchange Diversity Fair that was attended by over 30 recruiting institutions and over 300 students.
- The Graduate School hosted the sixth annual VU-EDGE Pre-VU PhD recruitment event for social science or STEM disciplines that ensures the pipeline for a diverse faculty is supported.
- The first [Joseph A. Johnson Jr. Distinguished Leadership Professor Award](#) was given to Linda Sealy of the School of Medicine. Sealy is revered as a champion for supporting the development of careers in science for a wide and diverse range of students. The new award recognizes a faculty member whose contributions to the university have enhanced diversity, equity and inclusion in the university's academic endeavors.
- The College of Arts and Science led two major NSF grant applications for faculty and graduate student diversity, and it expanded the Fisk-Vanderbilt Masters-to-PhD Bridge Program, adding new disciplinary tracks and increasing the number of A&S-funded graduate student lines.
- The Owen School joined Reaching Out MBA (LGBTQI) and offered a scholarship; joined PhD Project, which is an organization focused on increasing workplace diversity by increasing the diversity of business school faculty.
- The Law School announced the endowment and naming of its Social Justice Program in honor of legendary civil rights lawyer, George Barrett. The mission of the George Barrett Social Justice Program is "to promote a dynamic atmosphere within which issues of equality, access and service are openly and regularly explored by faculty and students inside and outside the classroom."
- The Law School continues to enroll the largest percentage of African-American JD students among top 20 law schools (exceeding 10% of the student body).
- The Divinity School focused on maintaining a diverse student body in its degree programs; the Graduate Department of Religion yielded 36% URM students in the entering class for the Divinity School (MDiv and MTS) and 42% URM students for the Graduate Department of Religion (MA and PhD).

## Curriculum

- University Courses – In the Fall 2015, the University Courses initiative was launched which provides funding to faculty for courses either taught by faculty outside of their home department/school or co-taught by faculty from different schools/colleges. These courses are designed to leverage the natural synergies across Vanderbilt's 10 schools and colleges (*One Vanderbilt*) by reaching beyond departmental boundaries to tackle important subjects. A special call was made for course proposals that address topics tied to diversity, equity and inclusion, race and ethnicity, identity literacy, and/or cultural competency within an interdisciplinary setting. Three of the five chosen courses fit into this category. The courses will be available in the 2016-2017 academic year.
  - **Historic Black Nashville**, led by Jane Landers, Gertrude Conaway Vanderbilt Professor of History in Arts and Science, and law professor Daniel Sharfstein, will explore a history largely erased from the city's landscape and give students experience in research methods to recover hidden histories and explore various media and technologies that can be used to tell these stories.
  - **Justice, Mercy and Mass Incarceration**, led by Graham Reside of the Divinity School, will explore the legal structures and justifications that underlie incarceration and the moral and theological arguments that mass incarceration provokes. It also will focus on the unambiguous racial disparities of modern mass incarceration and examine alternative approaches to crime and punishment.
  - **The Nation's Health: From Policy to Practice**, taught by Tara McKay from Medicine, Health and Society in the College of Arts and Science and Gilbert Gonzales of the Department of Health Policy in the School of Medicine, will help prepare students to be more effective participants in health policy debates and promote critical scholarship through engagement with policy experts, media and elected officials.

## Campus Life

*To ensure that we are meeting the needs of our increasingly diverse student body, the Office of the Provost initiated a self-study in 2014-15 that included meetings with numerous constituencies. As a result of those efforts, several changes to the Dean of Students office were announced, expanding overall support and outreach. The Center for Student Professional Development (i.e. Career Center) created a dedicated team to address diversity and subsequently expanded their offerings. The newly appointed Dean of the Commons expanded training to increase the cultural competency of VUCeptors. The schools/colleges launched a number of speaker and artist series to increase dialogue about relevant issues and to increase engagement with URM groups across disciplines. Below is a list of select activities by area of implementation:*

## Dean of Students

- After our 2014-15 internal self-study and meetings with numerous groups, we announced several changes to the Dean of Students office throughout the year to better serve our students and multi-cultural organizations on campus. Including:
  - The appointment of associate dean Tina Smith to lead a new Office of Inclusion Initiatives and Cultural Competence (IICC).
  - With Smith's promotion to Assistant Vice Chancellor, Frank Dobson was promoted to associate dean of students to have oversight over a portfolio of offices, including IICC and the Bishop Joseph Johnson Black Cultural Center (BCC). Dean Dobson now facilitates the coordination of missions and programming across our inclusion and multi-cultural initiatives for students.
  - We expanded inclusivity efforts at the Psychological and Counseling Center and made plans to launch a new Center for Student Wellbeing.
  - The Office of Transitions Programs was created to meet the needs of transfer and first generation students.
- During 2015-16, the Provost charged the University Committee on Religious Affairs to review the programs, policies, and appointments in the Office of the University Chaplain and Religious Life. A report with recommendations was submitted on May 17.
- A new director was recruited to lead the International Student & Scholar Services Office (ISSS).
- In 2015-16, the Dean of Students Offices sponsored more than 260 collaborative diversity/equity/inclusion programs, events, and trainings that were attended by a total of more than 8,600 members of the university community.
- LGBTQI Life facilitated 51 trainings on gender, sexuality, and social justice, reaching 1,732 individuals; 15 trainings occurred in academic courses.
- The BCC completed its inaugural year of the BCC Ambassadors, a black student mentoring program.
- The BCC's *Alumni Lecture Series* welcomed two faculty members from the 1969 class back to campus to speak to 70 attendees on insight, innovation, and integration at Vanderbilt.
- A campus climate survey on sexual assault was administered and analyzed with a report that was released in January 2016. The survey's findings helped us to better understand the nature of this problem at Vanderbilt, how it mirrors national trends and how it differs. The survey illuminated how experiences for students vary by demographics and informed the Provost Task Force on Sexual Assault's recommendations. The task force collaborated with the Vanderbilt Student Government committee on sexual assault prevention on the recommendations including establishing the Project Safe center as a limited confidential resource for victims. The center will take on the new designation in the fall 2016 after policies and practices are updated.

- More than 100 international students and scholars participated in *ISSS Staycation*, events over winter break designed to connect them with the community and mitigate loneliness and homesickness.
- Gender-inclusive/mixed gender housing options were developed for the next academic year.
- The Office of Greek Life supported the IFC Inclusivity Agreement, designed to boost minority participation in fraternities. After implementation of the agreement membership of non-white students in an IFC chapter increased 50% (or a total of 82 students).
- This year's Office of Residential Education RA staff is majority minority, with a staff made up of 42% non-white students and 9% international students.

### **The Martha Rivers Ingram Commons**

- In partnership with the Dean of Students, Vanderbilt Student Government, HiddenDores and other campus groups, the Dean of the Commons hosted a panel discussion entitled "Memorial Hall: Its Origin, History and Evolution" to advance a conversation about the continued display of Confederate symbols on college campuses.
- In August 2015, working with the Chancellor, Provost, and Dean of Students, a new historical plaque was installed on Memorial Hall.
- Vanderbilt Visions (a required small-group, twelve-week long orientation program, in which first-year students meet weekly for one hour with a pair of leaders, comprised of one faculty member and one upper-class peer mentor, called VUceptors) includes individual hour-long sessions devoted to understanding our community and celebrating our differences. These Visions sessions ask students to reflect on how to become engaged citizens of the Vanderbilt community, learning to embrace and appreciate diversity on all levels. Examples include: *Racial Diversity and Campus Climate*, *Stereotypes: Labeling Activity Module*, and *Global Perspectives on Education and Leadership*:
- As part of enhanced coordination for the first-year undergraduate experience, The Dean of the Commons increased the cultural competency training for all VUceptors.
- The freshman reading selections are designed to create forums for engaging students in conversations related to diversity and community. The selection committee chose "*The Madonnas of Echo Park*" for 2015-16 and "*Strong Inside*" for 2016-17. "*The Madonnas of Echo Park*" inspired numerous panel discussions.
- Faculty heads of house lead in-house programming that included dinners, lectures, social hours and events that often focused on diversity and inclusion. Examples include: Program on "Race, Work, and Play" with special guest Prof. Sheila Peters of Fisk University and members of HiddenDores, a VU student organization, in Crawford House
- First-year student elected leaders (e.g., House President, Vice President, etc.) in each house are provided training through the CommonDores Leadership Council, including workshops on welcoming diversity within student government and maintaining LGBTQI –friendly environments.

- Minority students have access to peer mentoring through Project I Am, a program in which first-year students can request to be matched with an upperclass student to support the transition to college within academic, social, and personal realms (events co-sponsored by The Ingram Commons and the Dean of Students).

### **School and College Sponsored Lecture and Guest Series**

- Peabody College Dean's Lecture Series featured three events themed around race relations, gender identity and Latino immigration.
- Divinity School hosted the Transformative Justice Series that brought Bree Newsome, an activist and filmmaker, to campus. She is known for her act of civil disobedience in protest to the Confederate flag being flown at the South Carolina state house.
- School of Engineering started a new lecture series targeting young, promising underrepresented scholars in STEM fields, called "Emerging Scholars in Engineering."
- The Blair School of Music hosted a series of guest artists from various underrepresented groups.
- The Owen School hosts an annual Diversity Symposium as well as events focused on women, including the Women in Business Symposium and the new Owen Executive Women ThinkTank.
- The Law School hosted several events addressing issues of diversity, inclusion, and equity, including: Immigration in America and Gender Identity and the Law.
- The College of Arts and Science launched a visiting diversity speaker series, as well as a new monthly seminar series on topics of special interest to graduate students from backgrounds underrepresented in academia.

### **Center for Student Professional Development**

- In spring 2016, the Center for Student Professional Development created an internal diversity & Inclusion team.
- Created [Diversity Opportunities](#) listserv and [added diversity and inclusion webpage](#) as a main tab on the center's website
- Training & learning opportunities were expanded. Examples include:
  - LGBTQI training for peer coaches and staff hosted by Chris Purcell, Director, Office of LGBTQI Life.
  - Hosted InterEdge Workshop: Working with International students. Open to all campus partners.
  - Hiring three underrepresented students as peer coaches for the 2016-17 academic year.
- Campus engagement events
  - Black Cultural Center AmbassaDores (BCCA) career workshops.
  - Delta Sigma Theta Sorority, Inc. Lunch and Learn: Professional development workshop focusing on networking and interviewing
  - Margaret Cuninggim Women's Center: Co-facilitated AAUW \$mart \$tart Salary Negotiation Workshop on Equal Pay Day.
  - Students Without Borders: International Student Career Development Dinner

- Recruiting efforts included
  - Participated in INSIGHT Into Diversity: Diversity Virtual Career Fair, Diversity Teacher Recruitment Virtual Career Fair, and Bender Virtual Career Fair (students and alumni with disabilities).
  - Tennessee Valley Authority Diversity & Inclusion Asian Collaboration Team (ACTion): Hosted *Meet and Greet* at the Center with TVA and Asian student organizations (SASE, VUCA, AASA, SASA).
  - Deloitte Cohosted Diversity and Inclusion Workshop: Consulting Skills