

# **Highlights of Academic Affairs' Efforts to Advance Inclusive Excellence**

A Report of the Office of the Provost  
*2018-2019 Academic Year*

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## INTRODUCTION

Fostering an environment that embodies our steadfast commitment to equity, diversity and inclusion is central to who we are as a Vanderbilt community. Inclusive excellence represents our dedication to advancing the success of all faculty, students and staff across Academic Affairs. Without question, diversity and inclusion make us stronger as an institution, and our legacy as a global leader in higher education requires that we champion these values and manifest them in tangible, successful ways.

One of the core tenets of our prior report on the 2017-2018 Highlights of Academic Affairs' Efforts to Advance Inclusive Excellence was further enhancing our already robust commitment to advancing the status of women on campus. Recent events in 2018 and 2019 led the nation into a transformative dialogue about the role gender plays in the workplace, where issues ranging from pay equity to harassment and discrimination were front and center. While Vanderbilt has many structures and initiatives in place designed to support and elevate women, as part of this broader global conversation during 2018-19, Provost Susan R. Wentz launched a formal Women's Initiative to deepen the level of engagement around the status and needs of women on campus. The ultimate goal is to develop progressive and innovative solutions and practices to ensure that everyone has an opportunity to succeed, regardless of gender identity. In addition, the solutions and resulting structures must be sustainable for years to come. Notably, the Provost's initiative also coincided with two significant events during the academic year: the 40th anniversary of Vanderbilt's Margaret Cuninggim Women's Center and the Provost's announcement of Vanderbilt joining the National Academies of Sciences, Engineering and Medicine, as a founding member of a new Action Collaborative on Preventing Sexual Harassment in Higher Education.

In addition to advancing gender equality through programs and practices, Academic Affairs also devoted significant energy to building community more broadly defined. Close collaboration between the Office for Inclusive Excellence and the Office for Equity, Diversity and Inclusion resulted in numerous areas of community-building opportunity. Cultural awareness trainings, community town halls, increased focus on mobility and access and enhanced resources for various identity groups, are just a few of the ways we furthered our commitment to inclusive excellence.

This fourth annual report highlights key efforts to advance inclusive excellence among all areas of Academic Affairs, although it is certainly not exhaustive. Contained within you will find the vision and overall goals espoused in areas reporting to the Provost, as well as the direction and trajectory used to propel us toward these goals. While we are proud of all we have achieved, we recognize that the task of creating a truly inclusive environment for all to thrive and feel a genuine sense of belonging is transformative work that takes time and unwavering perseverance.

## ADMINISTRATION

Outstanding leadership is essential for the success of our academic endeavors. Academic Affairs saw multiple key appointments this year, all designed to enhance and advance our approach, resources and reach. These changes included new leadership, as well as new initiatives and programming aimed at fostering greater inclusion across campus.

### *New Leadership*

**William H. Robinson, Interim Vice Provost for Strategic Initiatives.** Robinson, who also holds the role of associate dean for academic success in the School of Engineering, conducts research on broadening the participation in engineering disciplines among historically underrepresented groups. With the departure of Vice Provost Melissa Thomas-Hunt, Robinson was asked to build upon and leverage his work and efforts at the school level for the benefit of the broader university. In the May 2019 transition, he assumed oversight of the Office for Inclusive Excellence and took on a number of other roles specifically designed to enhance the academic experience for both faculty and students. The vision developed by Provost Wenthe and Interim Vice Provost Robinson includes specific responsibilities for:

- Further developing the vision and strategic goals for inclusive excellence in academic affairs at Vanderbilt;
- Working with the provost on the assessment of inclusive excellence progress across all areas of academic affairs;
- Advocating for inclusive excellence across the schools and colleges through direct work with the deans and representatives in each of the schools who work on diversity and inclusion matters;
- Supporting the provost in collaborations with other vice chancellors, including the vice chancellor for equity, diversity and inclusion;
- Overseeing and establishing strategic initiatives in key academic programmatic areas, including academic success, professional and cultural education and inclusivity and belonging.

**Jermaine Soto, Director of Faculty Development.** In this newly established role, Soto moved from his prior position in the Office of the Vice Chancellor for Equity, Diversity and Inclusion to the Provost's Office. He was brought on board to develop, facilitate and evaluate programs designed to provide *all* faculty members at all stages of their careers with the tools and opportunities needed to succeed and flourish at Vanderbilt. Soto will work closely with Interim Vice Provost Robinson, as well as Vice Provost of Faculty Affairs Tracey George, to ensure that faculty resources are easily navigable and provide all faculty with an added layer of service and increased access. Soto's background is heavily focused on inclusion. He holds a master's degree in Cultural Foundations of Education from Syracuse University and is currently a candidate for the Ph.D. in Cultural Foundations of Education at Syracuse. While at Syracuse, he was a lecturer, researcher and facilitator for the Intergroup Dialogue Program. He also served as a consultant for the New York State Migrant Education Program, where he developed a series of training modules on self-advocacy.

**Vanessa Beasley, Vice Provost for Academic Affairs and Dean of Residential Faculty.** With the creation of this new role, experiential learning is brought together under one umbrella, creating stronger ties to the residential experience. Beasley was selected for this role based on her exemplary prior leadership as Dean of the Commons, the first Dean of Residential Faculty and an exceptional educator in Communications. In this new structure, Vice Provost Beasley oversees several key experiential learning centers, including the Office of Immersion Resources, Global Education Office, Career Center, Health Professions Advisory Office, Office of Active Citizenship and ROTC. Her office also oversees additional programs including the Bass Military Scholars, Ingram Scholars and the Undergraduate Business Minor. Vice Provost Beasley's vision is to facilitate the ability of *all* students to make connections and access and leverage resources.

**General Gary Cheek, Inaugural Director of the Bass Military Scholars Program.** As part of Vanderbilt's continued efforts to welcome veterans as a key part of a diverse and inclusive community, this innovative new program was launched and the inaugural director was recruited through a national search. The program matriculated seven scholars, and will grow to support up to 40 scholarships and programming for honorably discharged military veterans pursuing graduate and professional degrees. The program will not only benefit degree-seeking veterans themselves, but also enrich the very fabric of the Vanderbilt community through the wisdom, work ethic and character these new students bring to campus by sharing their diverse perspectives through intentional programming.

**David A. Owens, Evans Family Executive Director of the Wond'ry.** Professor of the Practice of Management and Innovation at Owen Graduate School of Business, Owens serves as the second director of the Wond'ry, the flagship innovation center on campus. The Wond'ry is a welcoming place for engaging all in creativity and entrepreneurship and has become a home base for many of Vanderbilt's most innovative and imaginative students. Owens's new leadership focuses on expanding the momentum built by inaugural director Robert Grajewski, as well as finding solutions to pressing problems and helping students, faculty and staff become more effective innovators.

### ***New Initiatives and Programs***

A variety of newly implemented initiatives bolster our efforts to advance inclusive excellence and further Vanderbilt's commitment to being a truly global, diverse leader among higher education institutions.

- In Fall 2018, we announced plans for the **Frist Center for Autism and Innovation**. Seeded from an initial Trans-institutional Programs ViA award, a **\$10 million gift from alumni Jennifer R. Frist BS'93 and William R. "Billy" Frist** will now endow this center, focused on supporting and developing the talents of neurodiverse individuals. In July 2019, the center celebrated its grand opening in a newly renovated space in the Engineering and Science Building's Innovation Pavilion.
- As part of our enhanced **international strategy**, we also launched **GlobalVU**, a new website to showcase Vanderbilt's impact, elevate our international profile and house resources for faculty/student global engagement. We also awarded the first three

**Chancellor’s Public Voices Fellows**, a program designed to expand Vanderbilt’s global reach and international leadership through faculty training and strategic communications on a global scale. A **Global Research and Engagement Micro-Grant Fund** for faculty was established allowing faculty to pursue time-sensitive opportunities. These efforts send a strong signal about the value we place on embracing and engaging diverse perspectives.

- To increase affordability and access, the **Global Education Office** created a fall study abroad incentives program, which includes substantial, open-ended financial commitments from external partners. GEO also established an advising program for students with medical, mental health and other access concerns related to safety abroad for all students.
- **The Wond’ry** was named the “Global Outstanding Emerging Entrepreneurship Center of the Year” by the Global Consortium of Entrepreneurship Centers, and it received \$500,000 in funding to launch the Deloitte Innovators Program, focused on helping underrepresented and Opportunity Vanderbilt students pursue summer innovation projects.
- Efforts to support campus wide **mental health and wellbeing** continue, including the Fall 2018 launch of the comprehensive **Student Care Network**, a holistic coalition of resources and services for all undergraduate, graduate and professional students. The **University Counseling Center (UCC)** and the **Office of Student Care Coordination (OSCC)** opened on July 1, 2018. Two staff members at the UCC earned certification in *Transgender Care* by the International Transgender Certification Association, a 40-hour training workshop.
- Provost Wenthe announced a **Faculty Committee on Campus Planning Consultation on Building Art Initiatives**, charged with identifying and developing a diverse set of artist renderings that can be used in future residential colleges.
- Upon identifying the need for campus wide, high-level investment in disability/accessibility improvements on campus, the **InclusAbility Campaign** was launched by the **Office for Inclusive Excellence** with multi-staged initiatives including an awareness campaign, campus wide events and programming and suggested changes to infrastructure and policies to ensure sustained improvements across campus. The campaign led to the acquisition of a new, wheelchair accessible stage in the Student Life Center. Additionally, virtual room diagrams now feature updated layouts to accommodate space for wheelchairs. The OIE also analyzed GPA data for STEM undergraduates, aimed at identifying any systematic gaps in achievement by identity, so as to allow future partnering with various schools and departments to create new initiatives focused on academic success.

## *Identity Center Reorganization*

In Summer 2019, four identity centers that were initially housed under the area of Dean of Students moved under the Office for Inclusive Excellence. This reorganization elevates their missions and profiles, as well as acknowledges work these centers were already doing to serve all facets of our community, not only students. The following identity centers now report to Interim Vice Provost William H. Robinson:

- The Bishop Joseph Johnson Black Cultural Center
- The Office of LGBTQI Life
- The Margaret Cuningim Women's Center
- The Office of the University Chaplain & Religious Life

## **WOMEN'S INITIATIVE AND OTHER GENDER-BASED EFFORTS**

In August 2018, Provost Wentz announced a planning phase for a new initiative on the status of women within Academic Affairs. The steering committee, chaired by William R. Kenan Jr. Chair of Political Science Cindy Kam, is charged with exploring issues facing women faculty, students and postdoctoral fellows at Vanderbilt. The committee established four thematic areas of study, organized into subcommittees:

- 1) **Campus Climate and Sexual Harassment:** To evaluate Vanderbilt's campus climate, especially as it relates to perceptions of an individual's safety, inclusion and sense of community on campus. Another focus is to understand the impact of sexual and gender harassment on university climate for undergraduate students, graduate/professional students and faculty.
- 2) **Institutionalized Professional Practice:** To identify several areas for data collection and review to help formulate specific questions and deliverables, to include information about current Vanderbilt mentoring/leadership programs and specific data related to faculty hiring, retention and promotion over the last ten years.
- 3) **Parental Leave, Childcare, and Family Friendly Policies:** To focus on parental leave for faculty, postdoctoral trainees and graduate students, childcare and the communication of family-friendly policies. The subcommittee will meet with the Child and Family Center Advisory Task Force to determine ways to support its efforts.
- 4) **Compensation Equity:** To examine compensation equity for tenured, tenure track and non-tenure track faculty. It will also examine compensation equity for post-doctoral fellows, with additional attention to equity among trainees, staff and visiting postdoctoral trainees.

Each subcommittee has published their timelines, as well as offered an opportunity to provide feedback through the Provost's website.

## *National Academies Action Collaborative*

In April 2019, Vanderbilt has joined with the National Academies of Sciences, Engineering and Medicine as a founding member of the new Action Collaborative on Preventing Sexual Harassment in Higher Education. Through the Action Collaborative, Vanderbilt has partnered with 42 higher education institutions and research and training organizations to address and prevent all forms of sexual harassment in higher education. Vanderbilt was one of 28 founding members to join the Action Collaborative at the beginning of the year, and an additional 15 organizations have since become members.

Vanderbilt's engagement began in November 2018 when the university held a viewing of the National Academies' June 2018 webinar on the public release of the organization's report titled "Sexual Harassment of Women: Climate, Culture and Consequences in Academic Sciences, Engineering and Medicine." Vanderbilt hosted the National Academies in November 2018 as representatives presented findings from over 30 years of research related to the sexual harassment of women in academia nationwide.

The Action Collaborative, which embraces collective action as its framework for change, aims to achieve four primary goals through efforts in partnership with sponsoring institutions over the next four years:

- Raise awareness about sexual harassment and how it occurs, the consequences of sexual harassment and the organizational characteristics and recommended approaches that can prevent it.
- Share and elevate evidence-based institutional policies and strategies to reduce and prevent sexual harassment.
- Contribute to setting the research agenda and gather and apply research results across institutions.
- Develop a standard for measuring progress toward reducing and preventing sexual harassment in higher education.

Numerous additional initiatives, programming and events were launched to continue to increase support for women on campus.

- In Spring 2019, implemented the first specific sexual harassment survey for Provost-reporting faculty and postdoctoral fellows.
- In Spring 2019, administered the 2019 AAU Student Campus Climate Survey on Sexual Assault and Sexual Misconduct to all undergraduate, graduate and professional students. Vanderbilt previously administered a campus climate survey in Spring 2015.
- The Margaret Cuninggim Women's Center hosted a series of events to celebrate its 40th anniversary including the Women in the Academy Series. More than 900 attended the various events and the center also saw a 17% increase in the number of students using the Women's Center as a study space.

## FACULTY RECRUITMENT, RETENTION AND DEVELOPMENT

In order to foster a truly inclusive and welcoming environment for our students and for groundbreaking research, we must remain steadfast in ongoing efforts to recruit the very best faculty. Vanderbilt’s commitment to excellence requires that we are dedicated to ensuring that faculty membership reflects the needs of an increasingly diverse student body.

In 2018-2019, we extended 50 offers to new tenure/tenure-track (T/TT) faculty members. Of those 50 offers, 36 were accepted, with 14 declining. Of the 36 accepted, 64% were women, 36% were faculty of color and 14% were from URMs. These efforts were augmented by monthly trainings on “Finding and Attracting Top Talent: Best Practices for Faculty Searches,” as well individualized coaching as needed.

New Faculty Hires	2015-16	2016-17	2017-18	2018-19
% Women	49%	58%	53%	64%
% Faculty/Of Color (African American, Hispanic, Native American, Asians, International of color and 2 or more races)	41%	33%	38%	36%
% URM (African American, Hispanic and Native American)	35%	29%	24%	14%

Additionally, the Office of Faculty Affairs conducted 49 retention cases, 38 were retained (77.6%) and with 7 pending. Of the four not retained, two left for dean positions, a positive sign of our success in training future leaders.

Faculty Retention	2016-2017		2017-2018		2018-2019	
	Cases	Retained	Cases	Retained	Cases	Retained
Total	24	19 (80%)	24	19 (80%)	49	38 (78%)
Women	7	4 (57%)	7	4 (57%)	22	18 (81%)
URM (African American, Hispanic and Native American)	4	3 (75%)	4	3 (75%)	11	9 (81%)
Minority/Of Color (African American, Hispanic, Native American, Asians, International of color and 2 or more races)	8	5 (63%)	8	5 (63%)	18	13 (72%)

In addition to significant recruitment and retention endeavors, the Office of the Provost increased resources for faculty including:

- Created and launched a new **Faculty Gateway** website with enhanced resources for faculty, including programming for career and leadership development.
- Published a comprehensive **report on faculty demographics**, which showcases the intersections of tenure status, gender, race/ethnicity and faculty title for all full-time,

Vanderbilt University-employed faculty members. The report is designed to support awareness and transparency related to the size and diversity of Vanderbilt University-employed faculty and will be issued annually each December.

- Formed a **University Faculty Development Committee** to promote and foster the professional development of faculty in all tracks and ranks, thus providing development opportunities for all, with a particular focus on faculty from URM groups. The Committee will engage in further consideration of COACHE survey results and implementation of further faculty development initiatives.
- Held multiple **faculty engagement events** targeting specific identity groups to foster community-building, including events for women in STEM fields, LGBTQI faculty and new faculty.
- Developed and launched a **Junior Faculty Dependent Care program**, which allows for eligible faculty to receive grants to help defray out-of-pocket, qualified dependent care expenses incurred during travel that advances professional and academic endeavors, such as research meetings.
- Offered various **faculty development workshops**, including IMPACT Leadership Development Series, NCFDD (National Center for Faculty Development and Diversity) – based webinars and Community Writing Sessions for Faculty.

#### KEY TERMS

- **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 department.
- **FOC** (“Faculty of color”) – For the purpose this report, the data capturing “FOC” refers to African American, Hispanic, Native American, 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.

## SCHOOL AND COLLEGE-BASED ACTIVITIES

In line with Vanderbilt’s institutional commitment to fostering community for each member of our faculty, staff and student populations, all Provost-reporting colleges and schools continue to advance inclusion across the campus.

- The **College of Arts and Science** continues to advance inclusivity and diversity at the graduate and undergraduate levels. At the faculty level, new structures are in place to ensure decision-making is inclusive. Through strategic hiring efforts, the college has been extremely successful in recruiting faculty who bring diversity to their respective departments. Seventeen faculty offers have been accepted and one delayed, 5 of which are from URMs. Three of the four hires in sciences and four of the five hires in economics were all women, greatly increasing gender diversity in those areas. At least two of these new faculty also advance LGBTQ inclusion. Overall, 80% of new hires

advanced inclusion in their areas. The college has also worked to address the professional development needs of both tenure and non-tenure track faculty and have improved shared governance at the college level, helping to address the recommendations of the COACHE faculty satisfaction survey.

- Each year, **Blair School of Music** presents almost 400 concerts to the general public. In recent years, Blair has made a targeted effort to feature concerts and events that reflect increasing diversity of Vanderbilt students and the campus community. This year's concerts included such titles as ;Blair! presents Ritmos Argentinos, a performance of Latin American works by Vanderbilt University Orchestra and the Vanderbilt Wind Symphony that featured guest conductor Fabian Antonia De Mattia, as well as Sankofa African drum and dance ensemble, among many others. As in recent years, one of Blair's primary goals has been increasing diversity among the student body. This improvement has been steady, and the 2019 entering class includes 49% minority population students (projected).\*<sup>1</sup>
- The **Divinity School** has also focused on increasing its already robust diversity among invited speakers and panelists. This year the Deans of Divinity, Law, Peabody and the Graduate School collaborated with the Office for Inclusive Excellence to convene a panel of scholars to co-host a day-long symposium on "From MLK to BLM: 50 Years of Struggle," which included a keynote address by Patrisse Cullors of the Black Lives Matter movement. The Kelly Miller Smith Institute on Black Church Studies and the Carpenter Program on Religion, Gender and Sexuality co-sponsored the "Resistance+Faith+Art: Race and Sexuality Summit" with Fisk University and Tennessee State University. Other guest speakers included Tamura Lomax, E. Patrick Johnson, Anthony Ray Hinton and Janet Jakobsen, among others. The incoming class for 2019 is comprised of 55% female, 45% male, with 43% of all students from URM's (projected).
- The **Graduate School** recruited its first Graduate Life Coach. In addition, the school continued to host a series of community-building events for faculty, students and postdoctoral fellows aimed at fostering greater diversity and inclusion. Work continues toward the first phase of the new (and only) 600-bed Graduate Student Village, which will help create a stronger community for graduate and professional students and enrich their experience. Finally, the Graduate School continues to build out the Russell G. Hamilton Graduate Leadership Institute, whose mission is to train the next generation of leaders in the academy and beyond and with a strong focus on inclusive excellence.
- In addition to extensive academic programming surrounding issues of diversity and inclusion, the **Law School** has continued its efforts to foster a more inclusive and equitable environment for students, faculty and staff. During the past decade, the Law school has hired 15 new tenured/tenure-track faculty, six of whom are members of minority groups (40%). The Law School has also hired four new clinicians, two of whom promote diversity (50%). The Law School remains dedicated to generating a diverse student applicant pool and sustaining its welcoming and inclusive environment for students.

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\* Official data on the 2019 entering class is confirmed during the annual census, which will take place on September 17, 2019.

- **Owen Graduate School of Management** hired a Director of Student Engagement and Inclusion, whose primary focus will be implementing, supporting and promoting inclusive campus programming and student organizational activities. The School launched the Owen Diversity & Inclusion Advisory Board, a new cross-school diversity and inclusion committee. That committee met regularly throughout the year and has spearheaded new initiatives including Owen Cosmopolitan week, Owen Inc. speaker series on diversity and a new set of more inclusive flags in the building. Owen has also launched a redesigned orientation model, which includes new diversity programming. The School has worked on faculty recruitment strategies and enhanced candidate pipelines, successfully hiring three faculty, two of which advance diversity in their areas (67%).
- **Peabody College**'s newly restructured Office of Equity, Diversity and Inclusion continued hosting signature events such as the Dean's Diversity Lectures and Student Town Halls, as well as introduced new programs, such as Peabody's Narrative Circles. The Narrative Circles included a series of self-exploration and training workshops for professional and graduate students. Other programming included interfaith dinners, a Spoken Justice event and a workshop on sexual and reproductive rights in Tennessee. Peabody also expanded student and postdoctoral trainee recruitment efforts, including an invitation-only diversity event on campus and participation in several focused off-campus events, such as the Thurgood Marshall College Fund's Leadership Institute and the National Association of Independent Schools People of Color Conference. Notable faculty EDI efforts include H. Richard Milner IV's delivery of the prestigious *Brown* Lecture of the American Educational Research Association in Washington, D.C. in October. His lecture, which was streamed live nationally, addressed punitive classroom practices, race and teacher preparation. Milner, a scholar of color, was also appointed Cornelius Vanderbilt Professor of Teaching and Learning. Anjali Forber-Pratt, another scholar of color, delivered a keynote address on disability identity to more than 300 superintendents and district leaders at a Broad Center conference in January. Finally, the Tennessee Education Research Alliance produced a new brief highlighting racial disparities in teacher turnover in Tennessee.
- The **School of Engineering** has continued to increase its URM and gender equity in the faculty. Overall, in the past 6 years, approximately 50% of the new faculty hires have been women or members of URMs. Six new faculty appointments were hired this year, including the 2018 Dorothy J. Wingfield Phillips Chancellor Faculty Fellow, Audrey Bowden. The leadership of the School has also been diversified successfully, with half of key leadership composed of women, African American, or Latino individuals. The School's undergraduate enrollment for Fall 2018 continues to reflect a dedication to diversity and inclusion, with 38% female enrollment, well above the national average of 22% female enrollment in Engineering. Undergraduate URM enrollment also increased to nearly 24%, compared to 21% nationally. In Fall 2018, we announced plans for the **Frist Center for Autism and Innovation**, through a \$10 million endowment from Jennifer and Billy Frist. The Center, which will focus on supporting and developing the talents of neurodiverse individuals, celebrated its grand opening in newly renovated space in the Engineering and Science Building's Innovation Pavilion.
- The **School of Medicine Basic Sciences** was instrumental in paving the way for Vanderbilt to be part of the National Academies Collaborative by bringing to campus

Frazier Benya and Vickie Magley, the thought leaders behind the National Academy of Sciences report, “Sexual Harassment of Women, Climate, Culture and Consequences in Academic Sciences, Engineering, and Medicine.” In addition, the school hosted Christine Pfund and Angela Byars-Winston, two national leaders in the development of training to improve mentoring relationships. The pair led Culturally Aware Mentor Training Workshops, which to date, has trained nearly 80 faculty and leaders. They have also held trainings for faculty on Reporting and Responding to Sexual Misconduct. All of the school’s Discovery Science Emerging Scholars invited speakers were from underrepresented minorities and one of the speakers has been offered a tenure-track faculty position. The School created a Women in Vanderbilt Basic Sciences committee to gather data on gender equity across the School. The committee met regularly throughout the academic year and provided a preliminary report to the Dean in June 2019. Lastly, the school again held its annual spring postdoctoral recruiting event to enhance diversity in the spring.

- The **School of Nursing** increased diversity and inclusion through numerous special programs and lectures on campus. The Dean’s Diversity Lecture Series invited four lecturers from diverse backgrounds this year. They also promoted awareness about socioeconomic diversity by integrating a poverty simulation into its curriculum for all students and faculty, as well as developing a linkage between the Undergraduate Health Science Academy of Morehouse School of Medicine, through which they sponsored six interns in 2018-2019. After significant self-study and external consultation, the admissions requirements for the MSN program were changed to provide a holistic applicant review process and eliminated the GRE as an entry requirement. The result was a significant increase in the diversity of the applicant pool. In terms of faculty hiring, all three of the new tenure track faculty hired through searches conducted in 2018-2019 advance diversity in the school.

## STUDENT LIFE

Recruiting and supporting a diverse, strong student body is imperative to Vanderbilt’s mission. If we aim to attract the best and brightest students around the world, it is crucial that we provide an environment in which all can thrive and reach their full potential, as well as increase access to quality education for all, regardless of economic means. This year Vanderbilt celebrated its 10th year of Opportunity Vanderbilt, a program launched in 2008 that meets all demonstrated need through replacing undergraduate student loans with dramatically expanded scholarships and grants. To date, the program has provided scholarships to over 10,000 students, making it essential to our commitment to inclusive excellence. Over the past ten years, over 9,000 donors have given roughly \$422 million in gifts to the program’s endowment.

### *Enrollment*

Vanderbilt’s class of 2022—who just completed their first year at the University—boasted being the most selective in Vanderbilt’s history to date, with an acceptance rate of 10.9%. Undergraduate Admissions received 34,313 applications for only 1,602 spots. This class had

significant minority (43.2%) and international student representation (12.4%). Also notable was the class of 2022's socioeconomic diversity, with 15% of students receiving Pell Grants and 51.6% of aided first-year students with demonstrated financial need.

	2016	2017	2018
Total first-year minority population (not including international students)	41.2%	45.0%	43.2%
Total first-year URM population (not including international students)	21.7%	23.8%	22.3%
Total minority undergraduate student population (not including international students)	36.3%	39.3%	41%
Total undergraduate URM student population	18.8%	20.4%	21.2%

The fall 2019 entering class is projected to be the most competitive, academically qualified and diverse cohort, with the lowest admit rate, and highest number of applications (37,313) in our history.

### ***Supporting our Diverse Undergraduate and Graduate/Professional Student Population***

In addition to recruiting the very best, brightest and most diverse students to campus, the University has made great strides to support all students upon matriculation, thus laying the foundation to help all students succeed as an integral part of the Vanderbilt community.

- The **Black Cultural Center** provided more opportunities for student mentoring with three career mentoring lunches in addition to workshops focused on LinkedIn, studying abroad and interviewing. The BCC also provided more targeted programming for Vanderbilt's graduate and professional populations by hosting a Blackish Mixer for Black graduate students, faculty and staff, as well as establishing office hours for the Graduate School's Life Coach. Fifty students and 15 faculty members attended a two-day Black History Immersion Excursion to Montgomery and Selma, Alabama to better understand aspects of the Civil Rights Movement.
- The **Office of LGBTQI Life's** "Out in Front LGBTQI+ Leadership Conference" welcomed over 200 student leaders from Vanderbilt and other regional institutions, over 90% of whom said it was worthwhile and would recommend to others, in addition to countless other events and programs supporting our thriving LGBTQI community.
- The **Office of Greek Life** worked with the Greek governing councils to raise \$40,520 to support 133 Greek members with dues assistance to support financial inclusivity efforts. The Office also facilitated Greek Member Experience, where 1,768 Greek students attended at least two events focused on diversity and inclusion. Additionally, Greek Inclusivity Alliance members (e.g., undergraduate Greek students) hosted 55 chapter specific, programs, or discussions related to diversity and inclusion in their respective chapters.
- The **Office of Inclusion Initiatives and Cultural Competence** led 62 signature and customized cultural competence trainings, reaching over 1,800 Vanderbilt community

members including **trainings** to student and faculty VUceptors who support entering students.

- **Experience Vanderbilt**, an initiative that supports co-curricular involvement for those with financial need, saw huge successes. Every applicant who requested funds from Experience Vanderbilt received support, with awards totaling \$308,000.
- Two **University Counseling Center** therapists obtained Board Certification in Transgender Care by completing an intensive training course through the International Transgender Certification Association (ITCA).
- The **Center for Teaching** led department-hosted inclusive teaching workshops and ran a learning group on the international student experience.
- The **Alexander Heard Library** facilitated greater access to collections for people with print disabilities (Hathi Trust access for students with special needs; Mellon grant to make remediated texts more accessible; captioning all public lectures) and implemented facilities improvements to enhance accessibility (lactation station; adjustable-height chairs; ADA compliant restrooms).
- Established the **Bass Military Scholars**, an innovative new program that will support up to 40 scholarships and programming for honorably discharged military veterans pursuing graduate and professional degrees, thus bringing more veterans into our diverse community.

### *Enhancing the Residential Experience*

In order to attract and retain the very best students globally, we must be prepared to teach the entire student, both in and outside the classroom. This necessitates only the very best in residential experience support for both our undergraduate and graduate and professional student populations. To that end, during the academic year, a committee developed a programmatic vision for residential colleges, identifying five key areas for growth enhancing a student's overall learning experience: intellect, community, personal well-being, self-discovery and cultural awareness. Other efforts to enhance the residential experience for students include:

- The **Office of Housing Assignments** collaborated with several campus partners to revamp the first-year assignment process—effective fall 2019—into one that encourages diverse and random roommate pairings.
- **Residential Education's** 150+ student staff participated in unconscious bias training to best respond to matters of equity, diversity and inclusion.
- We made substantial progress toward a **full residential experience** for all upper-class students through continued development of Residential Colleges A, B and C, as well as by opening E. Bronson Ingram College. These new residential colleges evidence a huge step toward building more diverse and inclusive living-learning environments for our students.
- Work continues toward the first phase of the new (and only) 600-bed **Graduate Student Village**, which will provide a more equitable environment for graduate and professional students.