School of Arts and Sciences
Diversity, Equity, Inclusion, and
Justice Strategic Plan

May 2021
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1. VISION FOR THE SCHOOL OF ARTS & SCIENCES WORK IN DEIJ

Dear Arts and Sciences Community,

On June 1, 2020, Tufts University School of Arts & Sciences (A&S) sent a message to the community on the ongoing violence against members of the Black community across the country:

*We recognize the disproportionate impact racial injustice has on the Black community of students, staff, faculty, and alumni. We are confronted with the fact that hate and racism are ever present in our society and it is part of our role as a university community to work to change that.* (Emphasis added.)

Since that early statement and the subsequent statements from the School of the Museum of Fine Arts at Tufts and the Graduate School of Arts and Sciences, Dean James Glaser charged the recently-appointed1 Associate and Assistant Deans of Diversity and Inclusion2 (ADDIs) to lead the Diversity, Equity3, Inclusion, and Justice (DEIJ) strategic planning effort. With an eye toward a 360° review not only of policies and processes, but also of institutional culture, the strategic planning process commissioned in June 2020 recruited community members from a variety of areas and began discussions that culminated in the document we now share with you, which we envision as a blueprint for the School’s DEIJ work in the years to come. Our goal is to embed DEIJ principles in every process and policy in the School of Arts & Sciences.

We concede that previous efforts at institutional change have not lived up to expectations. We recognize that current institutional practices are perceived as reifying hierarchical structures of power4. Many place higher value upon those with more advanced credentials, more prestige, and higher positions. Those with less power, fewer resources, or in support positions may have less access to participate in school decision-making. This statement is not a dismissal of efforts initiated previously, but a recognition that there is still much more work to do to make the Tufts School Arts & Sciences a welcoming and inclusive place, especially for Black people5 and all historically and systematically oppressed people. Given the ongoing and pervasive effects of white privilege6 and white supremacy7 in our country, our work is imperative and reparations8 are necessary.

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1 The ADDIs were appointed in Spring 2019.
2 See AAC&U’s Making Excellence Inclusive.
3 To provide a common understanding of various terms used frequently throughout the document we offer the glossary developed by YW Boston.
4 Clarification of the term “power” as provided by the YW Boston glossary.
5 We thank all of you that took the time to challenge the limited list of identities we originally included here and have opted for more inclusive language that also acknowledges that this current work we now embrace was launched in response to the death of George Floyd and others within the Black community and includes numerous populations and identities that continue to pursue justice and equity in the United States.
6 See the Colours of Resistance website for a definition of and resources related to understanding “white privilege.”
7 See the Dismantling Racism Works website for a definition of and resources related to understanding of “white supremacy.”
8 Reparations, often used in the context of US slavery, is expanded here to a broader context of seeking to rectify past wrongs to the extent possible. See ITCJ’s page on Reparations.
In the past, changes implemented had always been situated in the existing culture, despite calls for cultural shifts. This report is submitted in acknowledgement of past efforts, in appreciation of past accomplishments, and with the awareness that cultural shift toward an anti-racist and anti-oppressive institution, that has always been necessary, must be the objective of all our efforts going forward and integrated in every aspect of our work. In fact, we also acknowledge that the work of becoming an anti-racist institution is a journey, not a destination; it will never end, and it is a daily effort that needs to be purposefully embedded in all our actions, policies, processes, and decisions. We anticipate further action items developing as continued conversations with the Tufts A&S community unfold over time.

We embrace the idea that DEIJ change requires embedding, sustaining, reinforcing, coordinating, and normalizing, in other words, mainstreaming, all our actions and efforts. Mainstreaming requires that we all actively and affirmatively participate in all levels of administration, operations, instruction, and learning. Below we detail action items rooted in a systematic effort that we believe will result in a fundamentally different culture and climate going forward in our school. A&S commits to challenging and changing the false perspectives and narratives and moving beyond empathy and progress made to date to a new normal that is diverse, equitable, inclusive, and just.

Drawing from the findings of past diversity reports, current findings from the President’s workstreams, and developments occurring throughout departments, this document lays out the actions that from our collective work we deem necessary to become a truly anti-racist, anti-oppressive institution.

Respectfully submitted,

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Bábara M. Brizuela, Dean of Academic Affairs for A&S, Professor of Education
Jacqueline S. Dejean, Assistant Dean of A&S Research and Assistant Dean of Diversity and Inclusion, GSAS

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10 Within the broad scope of what is meant by anti-oppression we offer this resource for consideration with the understanding that this is not comprehensive, but merely informational. See Chinook Fund’s General Terms & Forms of Oppression.
2. PREAMBLE

Tufts University is located on colonized Wôpanâak (Wampanoag) and Massachusetts Tribe traditional territory. A&S commits to partnering with the Chief Diversity Officers’ (CDOs) Office to develop action items that acknowledge its participation in the erasure of the legacy and rights of Indigenous peoples in the United States (US) including working towards building relationships with Native American communities through academic pursuits, partnerships, historical recognitions, and enrollment efforts.

Tufts is located on land that was once inhabited by the Wampanoag people of Massachusetts. When Europeans arrived in the region during the seventeenth century, this land eventually became Ten Hills Farm, where Africans and Native people were enslaved. The Massachusetts Colony acquired great wealth through involvement in the Atlantic Slave Trade, which included both African and Native American people. As Tufts University works to dismantle racism and create a more equitable environment for faculty, students, and staff, we must acknowledge that the land upon which we sit supported, maintained, and benefited from enslavement, settler colonialism, and the extractive labor of African American and Native American people.

We want to recognize the past work that many have done before this 2020-2021 effort, including the 1997 Task Force on Race as well as the 2013 Report of the Council on Diversity. We link to these reports to ensure transparency and accountability over time. Some of the recommendations from these prior efforts have not yet been met; this provides the foundation for planning how the current process needs to be different including the creation of accountability structures and processes. We also want to acknowledge grassroots efforts, such as the student-led Three Percent movement in 2015, the work of the Tufts Action Group (TAG), Another Tufts Is Possible (ATIP), and the collective work of our Asian/Asian-American and Pacific Islander student organizations, which collectively, among others, have and continue to encourage and demand that we examine and transform ourselves.

Process

In Spring 2020, Dean James Glaser asked the A&S Associate/Assistant Deans for Diversity & Inclusion (ADDIs) to engage in a DEIJ strategic planning process for the school. As part of this process:

1. The ADDIs worked with the Committee on Committees and with existing structures within the Graduate School of Arts & Sciences (GSAS) to recruit a group of faculty, staff, and students (undergraduate and graduate).

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12 See this Op-Ed in the Tufts Daily. Also see Profs. Kendra Field’s and Kerri Greenidge’s African American Trail Project. We want to thank Profs. Field and Greenidge for their input and support in teaching us about this historical context.

13 “We understand accountability as an ongoing and fluid process of building and sustaining authentic relationships across constructed divides of race, class, gender and geography.” Jeffries-Logan, Johnson and Okun “Accountability in the Time of Justice” p. 4. www.dismantlingracism.org.

14 See this Op-Ed in the Tufts Daily and joint letter from Tufts Korean Students’ Association and other AAPI student clubs to President Monaco.

15 The Committee on Committees is an elected, standing bylaw committee of the faculty of AS&E whose function is to recruit and appoint members to all AS&E appointed committees and those of the associated schools, to consider and recommend faculty members to the president for appointment to AS&E ad-hoc committees, and to facilitate elections for the six AS&E elected committees.
2. The strategic planning committee organized into three subcommittees: student admissions, recruitment, and retention; curriculum; and faculty & staff.
3. During the Fall 2020 semester, the committee as a whole and the subcommittees met regularly.
4. In addition, we invited feedback from the student, faculty, and staff communities through a dedicated email address and a Qualtrics survey.
5. In February 2021, we also invited feedback on the draft report from students, faculty, and staff by posting a draft and soliciting input via a section by section Qualtrics survey.
6. In March, April, and May 2021 the ADDIs carried out a detailed review of the feedback, met with relevant parties, and revised the text of the strategic plan accordingly. The ADDIs finalized the strategic plan on May 18, 2021 and it was made public the following week.
3. CURRENT STATE OF AFFAIRS

While much work remains to be done in the areas of DEIJ, it’s important to acknowledge the current state of affairs, as well as to look back as we make decisions about the future we imagine and how to get there.

3.1. Infrastructure

3.1.1. Assistant/Associate Deans of Diversity & Inclusion (ADDIs)
In Spring 2019, in response to the 2013 Council on Diversity Report and at the request of the Associate Provosts & Chief Diversity Officers (CDOs) Robert Mack and Joyce Sackey, Dean James Glaser named three ADDIs for the School of A&S—one focused on undergraduate education (shared with the School of Engineering), another on graduate education, and a third focused on faculty.

3.1.2. Division of Student Diversity and Inclusion (DSDI) and Identity-based Centers
Over the Summer 2019, Dean Glaser and Dean of the School of Engineering Jianmin Qu commissioned an external consultant to carry out a comprehensive review of the Division of Student Affairs, Undergraduate Education, and Student Services. As a result of this review and in recognition of the need for additional support, the six identity Centers were shifted to create the new Division of Student Diversity and Inclusion (DSDI) and the new position of Associate Dean of Student Diversity and Inclusion (ADDI) was created. This ADDI position was positioned to lead this new division. The DSDI was created to consolidate and bolster the resources and support for our marginalized student communities under one umbrella. With the creation of the new division, three new positions were created to add additional roles of support for the Latinx\(^{16}\) Center, the LGBT Center, and the Asian American Center, which previously only had a single director position for each one of them. These three new staff positions began in their new roles in August 2020.

See section on student retention for more information and related action items.

3.1.3. Arts & Sciences Departments and Programs
Since the 2013 Council on Diversity Report, the School of A&S launched two new departments whose scholarly focus and mission are directly connected to DEIJ. These are the departments of Community Health and of Studies in Race, Colonialism, and Diaspora (RCD). These departments add to the school’s infrastructure in DEIJ.

3.2. Programming

3.2.1. Bridge to Liberal Arts Success at Tufts (BLAST)
The Bridge to Liberal Arts Success (BLAST) vision is to develop a strong cohort of scholars from multiple backgrounds who strive for academic excellence, active citizenship, and leadership. BLAST works to instill leadership values that last each scholar for their entire college career and beyond.

\(^{16}\) Recently, the term “Latinx,” while an improvement of the gendered “Latina/Latino,” has come under criticism by many native Spanish speakers as linguistic colonialism/imperialism, given that “x” is not a commonly used letter in the Spanish language. We will continue to pursue and examine the possibility of transitioning to the use of Latine, which is increasingly used in Latin America. See The Washington Post “Latinx hasn’t even caught on among Latinos. It never will.” Dec, 2020.
Established in 2012, the purpose of the program is to support, develop, and retain students who may be first in their family to attend a four-year college, and/or have attended under-resourced high schools, and/or have been affiliated with a college access agency.

BLAST is a residential six-week program in the summer for undergraduate students in Arts and Sciences prior to their first year at Tufts with program commitments during each of the following academic years. This program prepares students for a rigorous college curriculum and orientation to all the Tufts resources available to support each student’s successful transition. Scholars are introduced to engaging speakers in workshops and offered leadership development training that cultivates active citizenship. They are also introduced to the library, its resources, and librarians in order to cultivate a relationship early on in their academic career. This program also provides a cohort experience beyond the six week program so that students have a continued frame of support as they move through their time at Tufts.

Each of the students who commits to the BLAST program has met all the requirements to be admitted into Tufts University. Scholars are given the opportunity to participate in the summer program and receive two course credits, financial support, and workshops relevant to college life. The BLAST program is administered by staff in the FIRST Resource Center. See section on student retention for more information and related action items.

3.2.2. Visiting and Early Research Scholars’ Experiences Program (VERSE)
The Graduate School of Arts and Sciences is committed to developing programs that will enhance the educational experiences of underrepresented, undergraduate students. VERSE, launched in FY 2017-2018, creates a cohort of underrepresented students through focused, culturally-competent mentoring. These students participate in a 10-week summer research immersion experience.

The goal of this program is three-fold:
1. to enable students to connect to faculty mentors with active research labs and projects;
2. to gain valuable hands-on training that will build confidence in conducting future independent research; and
3. to inspire students to pursue doctoral studies at Tufts and envision research careers.

Each summer, VERSE enrolls underrepresented, undergraduate students who:
- are paired with a faculty mentor, designated postdoctoral associate, or advanced graduate student during the program;
- develop valuable research skills, participate in team meetings, and engage in research projects designed for them; and
- participate in professional development, leadership, and social events throughout the summer.

Students receive a scholarship that provides a summer stipend, meal plan, and on-campus summer housing. See section on student retention for more information and related action items.

3.2.3. Diversity and Inclusion Leadership graduate programs
In 2017, GSAS launched the master’s in Diversity and Inclusion Leadership and created the certificate program in 2020. The master’s program is available either as a full-time program or in...
a part-time format designed for working professionals. Our four-course certificate is available fully online or in a hybrid format (with both online and on-campus courses).

3.3. Faculty

3.3.1. Compositional diversity of our faculty


In 2020-2021, 1% of the faculty in Arts and Sciences identify as international, 3% as two or more races, 4% as unknown, 5% as Black/African American, 6% as Hispanic of any race, 7% as Asian, and 74% as white. Of our faculty, 54% identify as female and 46% as male.

However, these distributions vary greatly across disciplines. In the non-STEM fields, 7.8% of our full-time faculty identify as Black/African American, compared to 1% in the STEM fields. Faculty who identify as Hispanic of any race comprise 7.5% of the full-time faculty in the non-STEM fields, compared to 2% in the STEM fields. Faculty who identify as Asian comprise 11.3% of full-time faculty in the non-STEM fields compared to 7% in the STEM fields. Faculty who identify as white comprise 73% of our full-time faculty in the non-STEM fields and 90% in the STEM fields. Significantly, 72% of faculty in the STEM fields identify as male.

Since 2014-2015, 9% of our tenure-track and Professor of the Practice faculty hires have identified as Black/African American, 9% have identified as Hispanic of any race, 9% have identified as Asian, and 73% identify as white. Since 2014-2015, 37% of our tenure-track and Professor of the Practice faculty hires have identified as male, 62% have identified as female, and 1% have identified as other genders.

Part-time Lecturers:

See Appendix 3, Table 3. In 2020-2021, 58% of our part-time lecturers identify as female, 40.4% identify as male, and 1.6% are unknown. Part-time lecturers in 2020-2021 identify as follows: 2.24% as two or more races, 3.85% as Asian, 4.49% as Black/African American, 7.69% as Hispanic of any race, 74% as white, and 7.37% unspecified.

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17 For national comparisons of compositional diversity in the general population, in 2019, 0.4% of people in the US identified as Native American/Pacific Islander, 1.7% identified as American Indian/Alaska Native, 5.7% identified as Asian American, 12.8% identified as Black/African American, and 18.4% identified as Hispanic/Latino of any race (compositional diversity statistics from the U.S. Department of Health and Human Services). Another comparison is the distribution of doctorates awarded in the US (see the NSF’s Survey of Earned Doctorates): in 2019, 0.22% of doctoral awardees identified as American Indian or Alaska Native; 5.6% identified as Black/African American; 7.2% identified as Hispanic; 27.3% identified as Asian; and 50.5% identified as white. See Appendix 2 for definitions.

18 Here we use data from faculty self identification and used by Tufts for official reporting using federal categories; totals add to 100% and individuals are not double counted. Tufts HR uses the federal categories of Hispanic of any race, Asian, Black/African American, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and white. In our report we use the term Latinx within the text and Hispanic when we refer to HR-provided data or federal reported categories.

19 Throughout this document, Psychology, Education, Occupational Therapy, and Urban and Environmental Policy are classified as Social Science. History and RCD are classified as Humanities.

20 In this document, STEM refers only to the A&S fields (i.e., it does not include Engineering).

21 For comparison points, we use 1995-1996, the first year A&S started tracking this data internally; 2014-2015, the first year of Dean Glaser’s administration; and 2020-2021, the year this report was prepared.
Full-time Lecturers:
See Appendix 3, Table 3. In 2020-2021, 74.53% of our full-time lecturers identify as female, and 25.47% identify as male. Full-time lecturers in 2020-2021 identify as follows: 0.94% as Black/African American, 1.89% as two or more races, 6.6% as Hispanic of any race, 10.38% as Asian, 73.58% as white, and 6.6% unspecified.

Part- and full-time lecturers’ employment, salaries, and increases are governed by Collective Bargaining Agreements (CBAs; see part-time lecturers’ CBA and full-time lecturers’ CBA).

Tenure-stream faculty:
See Appendix 3, Table 1. As of 2020-2021, 7.1% of our tenure-stream faculty identify as Black/African American (vs. 4.2% in 1995-1996, the first year we started keeping track of this data, and 7.9% in 2014-2015). Currently, we have no Assistant Professors who identify as male and Black/African American. Of our tenure-stream faculty, 6.1% identify as Hispanic of any race (vs. 3.5% in 1995-1996 and 4.9% in 2014-2015). Tenure-stream faculty who identify as Asian comprise 10.81% of our tenure-stream faculty (vs. 5.4% in 1995-1996 and 9.5% in 2014-2015). Faculty who identify as white comprise 76.02% of our tenure-stream faculty (vs. 77.7% in 1995-1996, and 86.9% in 2014-2015).

In terms of faculty hires, since 2014-2015, 9% have identified as Hispanic of any race, 10% of our tenure-stream faculty hires have identified as Black/African American, 13% have identified as Asian, and 67% have identified as white.

For our tenure-stream faculty, as of 2020-2021, 58.47% identify as male and 41.53% identify as female.

3.3.2. Study of hiring and retention among tenure-stream faculty
See Appendix 4. Since 2014-2015, the departures and retention of tenure-stream faculty have been equally divided between faculty who identify as white and those who identify as faculty of color, and between faculty who identify as male and female.

3.3.3. Study of tenure outcomes and voluntary departures
See Appendix 5. Our data show that 92% of faculty who identify as men have successful tenure cases, vs. 66% of faculty who identify as women. Eighty-two percent of faculty who identify as white have successful tenure cases vs. 74% of faculty who identify as faculty of color. Likewise, there is a larger proportion of faculty who identify as people of color and female who voluntarily depart the institution. By “voluntary departure” we mean faculty who were successfully recruited by other institutions prior to their tenure year. In most cases, these faculty departed to higher ranked institutions, due to dual career partner challenges, or to be closer to family.

3.3.4. Study of faculty tenure-stream salaries
See Appendix 7. Our study of salaries across the different disciplines indicates that controlling for years from PhD and productivity, the variation in salaries cannot be explained by gender or by race/ethnicity.

3.3.5. A&S Named professorships
See Appendix 4. In the area of named professorships we have had some small gains since 2014-2015, but the fact remains that 70.73% of named professorships are held by faculty who identify as male, and 90% by faculty who identify as white.

The junior named professorships have proven to be a great tool to recruit and acknowledge a more diverse faculty. There were no A&S assistant professorships in 2014 (although there was one university-based assistant professorship which is now held by an A&S faculty member). The first assistant professorship in A&S was established in 2016 through Dean Glaser’s fundraising efforts. In this category, 50% of the junior professorships have been awarded to faculty who identify as people of color, and over three quarters of them have been awarded to faculty who identify as female.

In summary, since 2014-2015 we have made some modest gains in the compositional diversity of our faculty. If we take a longer view, since 1995-1996 when we first started tracking this data, the gains have been quite substantial over the last couple decades. However, some groups continue to be underrepresented compared to national statistics, although our outlook is better if we focus on the distribution of doctorates awarded in the US (see the NSF’s Survey of Earned Doctorates). Especially in the STEM fields, the numbers of faculty who identify as people of color and female are very small. Our largest gains have been at the Assistant Professor rank, indicating that it has been easier to recruit at the junior level. Our success in the recruitment of junior faculty coupled with departures of faculty highlights that we must continue to develop strong mentoring programs and processes as well as competitive retention packages in order to ensure that the junior faculty we do hire remain and flourish at Tufts. The 2013 Council on Diversity Report stated as a recommendation: “Increase the diversity of the faculty to be more representative of increasing diversity in the student population.” This recommendation continues to be true in 2020-2021, and it is a goal that we should work on continuously.

3.3.6. Study of faculty committee participation
See Appendix 6. Our study of service only acknowledges committee assignments tracked by the Secretary of the Faculty website and includes 2019-20 faculty assignments for all A&S, Engineering, and Arts, Sciences, & Engineering (AS&E) committees listed there. Faculty serving on multiple committees are counted multiple times. Assignment, of course, does not reflect participation. In addition, we do not have or consider data on department-level service or any hidden service such as mentoring of other faculty or committees not tracked by the Secretary of the Faculty.

According to these data, service across different demographic groups reflects the overall composition of the faculty (e.g., the percentage of men on AS&E and Secretary of the Faculty-assigned committees is the same as the percentage of men on our faculty, etc.).

3.4. Staff
3.4.1. Compositional diversity of our staff
See Appendix 3, Table 2. Also see the CDOs’ Diversity Dashboard. The data for staff are reported as AS&E together, and cannot be disaggregated given that most staff in AS&E are in the shared divisions (e.g., admissions, student divisions, etc.). According to the self-reported data provided by PeopleSoft in the Diversity Dashboard linked above, in Fall 2020, 2% identified as mixed race.

22 See list of A&S Named Professorships
5% as Black/African American, 6% as Asian, 6% as international, 7% identified as Hispanics of any race, 62% of the staff identified as white, and 12% as unknown/unreported.

3.5. DEIJ Department Consultations and Summary

At a faculty meeting on February 2, 2020, the faculty of Arts, Sciences, and Engineering voted to reaffirm a commitment originally made on March 5, 2003 that each department and program would dedicate at least one department meeting a year to diversity and inclusion issues. For 2020-2021, these meetings were reimagined as consultations. These consultations began virtually in the Fall 2020 semester and are being led by Maren Greathouse, Associate Director of Diversity and Inclusion Education, with support from Ryan Rideau, Associate Director for the Center for the Enhancement of Learning and Teaching (CELT), Nandi Bynoe, Associate Dean of Diversity & Inclusion, and Jacqueline Dejean, Assistant Dean of Research A&S and Assistant Dean Diversity & Inclusion, GSAS. These consultations will continue through the Spring 2021 semester and into the future.
4. COMMITTEE AS A WHOLE ACTION ITEMS

Our goals in this area have been to create a DEIJ infrastructure that can support, sustain, and provide accountability and oversight for our initiatives.

4.1. Review and revise the school-level mission statements to ensure they reflect core values aligned with our commitment to be an anti-racist institution (from Equity & Inclusion [E&I] workstream).
   i. **Timeline:** Spring 2021
   ii. **Responsible Parties:** A&S Dean’s Office and A&S ADDIs

4.2. Create a standing A&S DEIJ committee. The committee’s responsibilities will be to provide direction and accountability for the school’s DEIJ efforts as well as provide coordination through the ADDIs and Medford campus CDO. In addition, it will regularly review policies with an eye towards DEIJ. See Appendix 9 for proposed bylaws.
   i. **Timeline:**
      - Fall 2020: broad consultation with staff, faculty, and students beyond the strategic planning committee
      - December 18, 2020: discussion of draft bylaws at chairs’ and directors’ meeting
      - February-March 2021: posted bylaws online for public comment
      - March 5, 2021: discussed bylaws at A&S faculty meeting
      - May 14, 2021: A&S Faculty voted (45 in favor, 16 opposed, 22 abstaining) to table the vote on the bylaws until Fall 2021
      - October or November, 2021: A&S faculty vote on DEIJ committee bylaws
      - November 2021 or February 2022: Trustees vote on bylaws for new committee
      - Committee launches in Spring 2022
   ii. **Responsible Parties:** A&S ADDIs

4.2.1. We recommend revisiting the AS&E Diversity Fund Committee and whether the fund and committee should be included within the new A&S DEIJ committee.
   i. **Timeline:** Spring 2021 and 2021-2022
   ii. **Responsible Parties:** A&S ADDIs and AS&E Executive Committee

4.2.2. We recommend working with Advancement to expand the reach and amount of the Diversity Fund.
   i. **Timeline:** Spring 2021 and ongoing
   ii. **Responsible Parties:** A&S Dean and Advancement

4.2.3. We also recommend revisiting the bylaws and responsibilities of other committees such as the AS&E EEOC including the possibility of sunsetting the EEOC to ensure that DEIJ efforts are better coordinated.
   i. **Timeline:** Spring 2021 and 2021-2022
   ii. **Responsible Parties:** A&S ADDIs and AS&E Executive Committee

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23 The fund is intended to support proposals from faculty, staff, or faculty/staff with student co-applicants that focus on issues related to social justice, diversity, and campus social climate that will enhance the campus community in lasting ways. The Committee seeks to fund programming that brings together members of the Tufts AS&E community for cross-group dialogue and substantive interaction that might not otherwise occur.
4.3. Request that each department/program create DEIJ committees, name a DEIJ committee chair or representative, and create DEIJ plans that include, among others, revisions of syllabi, learning objectives, undergraduate programs (majors and minors), and graduate programs with an eye to DEIJ. See Appendix 8 for details.
   i. **Timeline:**
      - April 20, 2021: each department creates a DEIJ committee and names a lead committee member
      - June 1, 2021: submit DEIJ plans to A&S ADDIs
   ii. **Responsible Parties:** A&S ADDIs

4.4. Implement an all-school anti-racism and anti-oppression education strategy that includes:
   • Mandatory workshops for students, faculty, and staff.
   • A collection of diversity, equity, inclusion, and justice educational initiatives.
   • A robust evaluation plan for all educational initiatives to continuously collect data on programming effectiveness and room for improvements and growth.
      i. **Timeline:** as defined by University administration
      ii. **Responsible Parties:** Tufts CDOs
      iii. **Resources Needed:** as defined by University administration

4.5. Coordinate with the CDOs to take advantage of their group of educators and trainers and put them in touch with departments and programs who need support developing and implementing their DEIJ plans.
   i. **Timeline:** starting Spring 2021
   ii. **Responsible Parties:** A&S ADDIs and Tufts CDOs

4.6. GSAS action items for curricular reviews. See Appendix 10.
Each graduate department/program will focus on integrating diversity, equity, inclusion, and justice into the curricula, beginning at the program-level, with the immediate objective of creating an inclusive culture and climate where all students thrive within the department, graduate school, and campus, and the long term goal of creating anti-racist citizens equipped to shift the ethos of the career fields they enter.
   i. **Timeline:**
      - Fall 2020: Begin work
      - Spring/Summer 2021: Program Objectives due
      - FY 21-22: Implementation
   ii. **Responsible Parties:** Graduate Program Director in each graduate program and GSAS Deans
   iii. **Resources Needed:** Any resources needed must be articulated in the Graduate Orgrma Diretor DEIJ progress report

4.7. Promote a culture of collaboration among leaders of institutions in the region as well as other Tufts schools to leverage the economy of scale in addressing major challenges. This is especially necessary for major challenges that are not unique to Tufts or A&S. For instance, tackling the high cost of living in Boston, a barrier to recruitment and equity, will require collaboration among multiple institutions in the Boston area (from E&I workstream). Specifically, working on spousal hires, housing, childcare, etc.
   i. **Timeline:** ongoing
   ii. **Responsible Parties:** Dean of A&S
4.8. Create and employ an inclusive search committee process for the recruitment of all leadership positions (from E&I workstream).

4.8.1. Require all search committees to undergo implicit bias training.

4.8.2. For leadership searches utilizing the assistance of an external firm, the vetting process should include a careful assessment of the firm’s demonstrated track record of commitment to equity, diversity, inclusion, and anti-racism.

4.8.3. Whenever possible community input (beyond the search committee) should be sought and incorporated into the final selection of candidates.

   i. **Timeline**: ongoing
   
   ii. **Responsible Parties**: Dean of A&S

4.9. Work with the A&S Executive Administrative Dean’s (EAD) Office and Dean Glaser to identify for each action item needed the financial resources needed.

   i. **Timeline**: starting Spring 2021 as soon as the Strategic Plan is finalized
   
   ii. **Responsible Parties**: A&S ADDIs, Dean of A&S, and A&S EAD

4.10. Identify and collect in a single document all the action items in this DEIJ Strategic Plan where Advancement will play a fundraising role.

   i. **Timeline**: ongoing
   
   ii. **Responsible Parties**: A&S ADDIs, Dean of A&S, and Advancement

4.11. Provide A&S financial resources for accessibility initiatives and strategic planning promoting a more equitable, accessible campus experience. This would include, but is not limited to: an assessment of Medford/Somerville and SMFA campus accessibility, continuation of the Lainoff Lyft program in the budget after the Lainoff funding is exhausted, an annual dedicated fund to improve physical accessibility, and others.

   i. **Timeline**: ongoing
   
   ii. **Responsible Parties**: Dean of A&S, Student Accessibility and Academic Resource (StAAR Center), and Advancement

4.12. All faculty and staff committee appointments and awards and GSAS student awards should be vetted through Human Resources (HR) and the Office of Equal Opportunity (OEO) to ensure that we are recognizing valued members of our community that espouse the university’s values.

   i. **Timeline**: immediate and ongoing
   
   ii. **Responsible parties**: HR, OEO, ADDIs, GSAS

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24 Clarification of the term “bias” as provided by the YW Boston glossary.
5. STUDENT RECRUITMENT, ADMISSIONS, AND RETENTION ACTION ITEMS

The 2013 Task Force Report sought to “create a climate that recognized commonalities while understanding, engaging, and celebrating differences.” Although this point was raised in reference to undergraduate students, the engagement required to influence and maintain this preferred climate must include participation by all members of the Tufts community – graduate students, faculty, and staff. It is necessary to bring these separate populations together with a clear understanding of our collective mission and goals. The “complex challenges” of reflecting on what Tufts mission says about what we value, and how those values are perceived from within the university and from the outside, is fundamental to recruitment, admissions, and retention efforts.

The Tufts Mission statement should immediately be reviewed (this is also one of the E&I workstream recommendations) and updated to clearly recognize the contributions by more members of the community by including acknowledgment of staff, demonstrating valuing of difference, and affirmatively promoting diversity of background and ideas to clearly state a commitment to compositional diversity. The work toward improving recruitment practices, admitting a more diverse student body, and retention of students, faculty, and staff from diverse backgrounds, begins with understanding that our current state is a reflection of the climate and culture of the university as produced by all its members.

5.1. Student Recruitment & Admissions, per the 2013 Council on Diversity Report

5.1.1. 2013 Taskforce

5.1.1.1. Graduate Students: Eliminate barriers to application and increase rates of matriculation.
5.1.1.1.1. Each program should aim to eliminate barriers in the application process, including the financial barriers associated with applying for admission.
5.1.1.1.2. Schools and programs should increase efforts to enhance rates of matriculation at Tufts.
5.1.1.1.3. Each school and graduate program should ensure it has an administrative structure in place to promote student recruitment, retention, advancement, and support.

5.1.1.2. All Students: Capitalize on the existence of existing excellent pipeline programs.
- Tufts should capitalize on the existence of excellent pipeline programs and encourage cross-programming among them.
- There is a need for a coordinated tracking mechanism that allows Tufts to better monitor the progress of students who participate in its pipeline programs.

5.2. 2020-2021 Student Recruitment & Admissions Action Items

The following action items were developed by the subcommittee to both advance the 2013 Taskforce recommendations above and to expand in new directions to achieve our goals. For each action item, we have identified the various offices impacted by the objectives, the resources needed, and identified those who are responsible for ensuring these goals are met.
5.2.1. **Assessment of standardized score requirements.** Rigorously assess the role of standardized test scores (undergraduate and graduate) in building a diverse applicant pool and in selecting the entering class.

**5.2.1.1. Undergraduate approach:** Work with Office of Institutional Research (OIR), and relevant faculty, to design assessment metrics for understanding the value of standardized test scores in application review, and to understand the role of a test-optional policy in attracting a compositionally diverse applicant pool. Consider quantitative (grade point average, graduation rate), and non-quantitative metrics of success.

**5.2.1.2. Graduate approach:** shift to test-blind as departments agree to make GREs optional and work with OIR and Graduate Admissions to assess the impact of this shift on compositional diversity.

- **Timeline:** Undergraduate: Start Fall 2021; Graduate: Launched Fall 2020
- **Responsible Parties:** A&S and GSAS Deans and Admissions
- **Resources Needed:** OIR, Chairs of Graduate Departments, Directors of Graduate Studies, Undergraduate Admissions and Financial Aid Committee (UAFAC), (outsourced to College Board), Graduate Admissions Office, GSAS Policy and Programs Committee

5.2.2. **Assessing Admission and financial award policies.** Assess connection between enrollment goals and financial aid policies and practices.

**5.2.2.1. Undergraduate-Level:** Assess how current financial aid practices support enrolling a compositionally diverse student body.

**5.2.2.2. Graduate-Level:** Merit-based awards: clarify scholarship award criteria and provide clear rationale for award decisions.

**5.2.2.3. Graduate-Level:** Departments that consider “need” when making scholarship awards should share with GSAS Deans and Graduate Admissions the criteria and rubric they use. Assess impact on recruitment and retention of implementing various financial aid systems beyond merit-based awards.

- **Timeline:** FY 2020-2021
- **Responsible Parties:** GSAS Dean, Undergraduate Dean of Admissions, EADs, Graduate Program Directors

5.2.3. **GSAS Admissions Review**

**5.2.3.1. All graduate departments will review and revise admission decision processes.**

**5.2.3.2. GSAS Guidance Document, see Appendix 10.** Departments are advised to maintain records of goals and annually assess the impact of those actions on diversity and inclusion goals of the department. Those goals may be added to the living document or maintained as the department chooses and reported on a semi-annual basis.

- **Timeline:** By January 2021.
  - Continuous review annually: September - to set/review goals before “admissions season”; March - to measure and report.
- **Responsible Parties:** Graduate Program Directors, GSAS Dean’s Office
- **Resources:** CELT, Learning Outcomes and Assessment Committee (LOAC), Graduate Admissions, GSAS, A&S DEIJ Committee
5.2.4. GSAS reallocation of existing funding to enhance graduate student diversity

5.2.4.1. Reallocation of existing resources to recruit from Minority-Serving Institutions (MSIs), e.g., Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Tribal Colleges, etc., and other institutions that can impact our compositional diversity, identify the barriers, and detail the remedies.

i. **Timeline:** FY 2021-2022

ii. **Responsible Parties:** GSAS Deans

iii. **Resources Needed:** Marketing, Scholarships, Yield funding, Grad Admissions, and recruitment strategy

5.2.5. Undergraduate Black student recruitment and enrollment

5.2.5.1. Assess existing recruitment and enrollment practices that support efforts to grow the population of Black undergraduates, including efforts to expand the pool of candidates and enrolled students.

5.2.5.2. Undergraduate Admissions has taken several concrete steps to enhance the diversity of the student body (prospect lists, community-based organizations (CBOs), e.g., Brown Scholars, College Bound Foundation of Baltimore, and QuestBridge, counselor campaigns), reviewed its application evaluation practices (staff training, adjustments to application review practices), and is taking steps to strengthen enrollment efforts.

i. **Timeline:** ongoing, start in 2020-2021

ii. **Responsible Parties:** Dean of Admissions

iii. **Resources Needed:** Reallocation of existing staff and financial resources

5.2.6. Undergraduate recruitment/retention of Native American and Indigenous students

5.2.6.1. Native American & Indigenous student focus - consider a joint admissions and student affairs position for recruitment, enrollment, and ongoing support of Native American & Indigenous students.

5.2.6.2. Dean of Student Affairs (DOSA) and Dean of Admissions have briefly discussed a joint staff position that would allow for continuity between undergraduate and graduate admissions, recruitment, and student affairs. This position could be repurposed from an existing position. This would allow for greater relationship building with Indigenous communities, and stronger support for students once enrolled.

5.2.6.3. Consider a Native American and Indigenous Student Center in addition to other support mechanisms that align with the needs of our students. Allocate staff, physical space, and financial support for a Center.

5.2.6.4. Support the implementation of any additional recommendations from the Land Acknowledgement Working Group

i. **Timeline:** ongoing, start in 2020-2021

ii. **Responsible Parties:** Dean of Admissions, DOSA, Division of Student Diversity and Inclusion (DSDI)

iii. **Resources Needed:** funds and physical space to support the establishment of a Center
5.2.7. Undergraduate & graduate students’ application waivers. For those identified as part of “related” group or hardship waiver:

5.2.7.1. Undergraduate Students: fee waivers are proactively granted to specific populations, e.g., Somerville/Medford High School; participants in Tufts Voices, a 2-day online campus visit experience for high school students; select community-based organizations (CBOs). Admissions will continue to develop connections with additional defined priority groups.

5.2.7.1.1. International students (current hardship funding) increase and expand to include partnership development plans.

5.2.7.2. Graduate Students: Related group list and continued efforts to expand outreach: Graduate Admissions Partnerships.

i. **Timeline:** start by FY 2021

ii. **Responsible Parties:** Dean of Admissions and GSAS Dean

iii. **Resources Needed:** External institutions; Undergraduates - need to assess potential cost (weighed against potential increase in applications)

5.2.8. GSAS Affiliation Agreements and professional society partnerships. Target specific schools, professional societies, e.g., APSA Bunch Fellowship or APS Physics Bridge Program, and create new or partner with existing bridge programs to enhance the compositional diversity of the master’s and doctoral programs.

i. **Timeline:** Fall 2020 Development; FY 2021 start

ii. **Responsible Parties:** GSAS Dean, Graduate Admissions, and Graduate Program Directors

iii. **Resources Needed:** Assign staff and allocate funding to establish partner institution agreements to support DEIJ compositional diversity efforts.

5.2.9. Pivot high school-based programs to include College Preparation training. Expand community-based programs to include and address DEIJ targets.

5.2.9.1. Task and expand Community Relations to administer and support development of pipeline programs.

i. **Timeline:** FY 2021, FY 2022

ii. **Responsible Parties:** A&S and GSAS Deans, General Counsel, and Community Relations

5.2.10. Expand support for existing pipeline and student success programs targeting graduate and undergraduate underrepresented students (e.g., BLAST and VERSE) and perform annual assessments of effectiveness and realign funding each year to promote student participation.

5.2.10.1 Embed the BLAST and VERSE Programs in the A&S budget and support the programs’ growth as development and pipeline programs, respectively.

i. **Timeline:** FY 2021, and annually

ii. **Responsible Parties:** ADDIs, OIR, Student Services, A&S and GSAS Deans

iii. **Resources Needed:** Ask OIR staff to assess pipeline programs

5.2.11 Assess impact of current veteran recruitment efforts and implement new strategies to increase recruitment of veterans into graduate programs. For the past

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For review of the Somerville, Medford High Schools Model see Tufts’ Resource Summary for the Medford & Somerville Public Schools.
four years (not counting 2020) Graduate Admissions has recruited veterans through a partnership with the VA Hospital of Bedford. In addition, graduate admissions offers application fee waivers for veterans.

5.2.11.1 Tuition support through the Yellow Ribbon Program decreases the financial barriers to attending Tufts University for veterans. Tufts School of Arts and Sciences including GSAS and SMFA has been a Yellow Ribbon School since 2009.

i. **Timeline:** FY 2021, and annually

ii. **Responsible Parties:** GSAS Dean, Graduate Admissions, Resumed Education for Adult Learning Program

iii. **Resources Needed:** Staffing to increase VA partnerships; staffing for Financial Aid for veterans

5.3. Student Retention, per the 2013 Council on Diversity Report

5.3.1. 2013 Taskforce

5.3.1.1. All Students (Undergraduate & Graduate):

5.3.1.1.1. Increase and ensure access to resources that support all aspects of a Tufts education for a more diverse student population.

5.3.1.2. Undergraduate Students:

5.3.1.2.1. Create a climate that recognizes commonalities while understanding, engaging, and celebrating differences.

5.3.1.2.2. Review the undergraduate co-curricular experience with focused attention to issues of diversity and inclusion.

5.3.1.3. Graduate Students:

5.3.1.3.1. Promote a diverse and inclusive learning community where students are supported to explore issues of diversity personally and learn from others.

5.4. 2020-2021 Student Retention Action Items

5.4.1 Expand the Division of Student Diversity and Inclusion (DSDI) to support the diversity of our undergraduate and graduate students’ experiences. As the compositional diversity of our student population changes, DSDI needs additional resources, both funding and staff, to ensure that Tufts is scaled to support the current and future needs of our students.

i. **Timeline:** FY 2021-2022

ii. **Responsible Parties:** AS&E Deans, DSDI

iii. **Resources Needed:** Staff, additional budget allocations

5.4.2. Institute Wellness/Happiness surveys for all students; share the data publicly with the Tufts community, and establish annual review, response, and modification process\(^\text{26}\) to assess climate.

5.4.2.1. Invest in the student, staff, faculty environment, and a sense of belonging to support students throughout their time at Tufts, consistently and intentionally, to

\(^{26}\) The [Somerville Happiness Survey](#) is offered as an example of the type of survey described above.
help us build relationships with students and recognize patterns that impact climate.

i. **Timeline:** FY 2021-2022  
   ii. **Responsible Parties:** Deans, OIR, and student facing operations  
   iii. **Resources Needed:** Staff to create survey, manage data collection and analysis, dissemination, and action.

5.4.3. **Involve students in governance,** co-produce best practices while teaching how the university functions.

5.4.3.1. Review of how A&S includes student voices in governance and development efforts; develop a plan for formalizing that inclusion, and share our plans with students. Include students in planning and decision-making; provide opportunities to get involved from the start and embed in the academic and co-curricular programming, including but not limited to Tufts Community Union (TCU) and Graduate Student Council (GSC).

i. **Timeline:** Start Spring 2021 for Fall 2021 implementation  
   ii. **Responsible Parties:** President, Provost, A&S Deans, DOSA, and Department Chairs

5.4.3. **Surveys for every class level and review process** to ensure the survey instrument connects to mission and efforts to improve climate. (See also 5.4.1. above.)

5.4.3.1. Survey students (undergraduate and graduate) each year that they are at Tufts: Survey every class level. Currently only 1st-year, 2nd-year, Senior Survey, and Graduate exit surveys are administered. Assess and correct missing critical data elements from the student population, e.g., currently, graduate students are only surveyed at the completion of their degree.

i. **Timeline:** Fall 2021  
   ii. **Responsible Parties:** Undergraduate Student Services, Academic Department Staff & Faculty, A&S and GSAS Deans, OIR  
   iii. **Resources Needed:** OIR, standing committee to update surveys, manage data, communicate/liaise with departments

5.4.4. **Compensate students for DEIJ work.**

5.4.4.1. Recognize students doing work to promote DEIJ on campus and compensate students who assume roles and responsibilities at the school’s or department’s request (i.e., not as volunteers). For example, course credit for service by students.

i. **Timeline:** ongoing 2021-2022  
   ii. **Responsible Parties:** A&S and GSAS Deans, Department Leadership

5.4.5. **Award students for DEIJ work.**

5.4.5.1. Develop a Recognition Award for DEIJ work conducted by students including making regular announcements about accomplishments, issuing formal awards that can be framed or engraved; make it significant and visible. Other suggestions: Install a plaque that can be maintained, award monthly and/or annual award on top of monthly recognition. The objective should be regular awareness of work going on.

i. **Timeline:** Immediate, Spring 2021  
   ii. **Responsible Parties:** A&S DEIJ Standing Committee
iii. **Resources Needed:** Nomination process, Qualtrics survey, A&S DEIJ committee (faculty, staff, and students) to review nominations and make decisions and awards

5.4.6. Redesign advising and mentoring for graduate and professional students. (from E&I Workstream).

5.4.6.1. Offer required culturally responsive advising and mentoring for faculty development and ensure that every graduate or professional student has access to effective mentoring.

5.4.6.2. Explore and develop ways to monitor, incentivize, and maintain full participation of faculty in these required offerings.
   i. **Timeline:** Launch Spring 2021, annually thereafter
   ii. **Responsible Parties:** GSAS Deans
   iii. **Resources Needed:** increase funding to CELT, GSAS for workshop and training development

5.4.7. Redesign advising and mentoring system for undergraduate students such that student advising is embedded in all aspects of the student experience. This will ensure that the work of student advising does not fall on a handful of individuals. (from E&I Workstream)

   i. **Timeline:** Start review Fall 2021 and ongoing
   ii. **Responsible Parties:** Office of Undergraduate Education, Advising Deans, Dean of Student Affairs Office (DOSA), Executive Administrative Dean, R.E.A.L. Program
   iii. **Resources Needed:** Expand student advising services capacity, offer faculty training (see above)

5.4.8. Assess current veteran student support services in A&S, GSAS, and SMFA and develop solutions for gaps in the support services.

   i. **Timeline:** Start assessment Fall 2022
   ii. **Responsible Parties:** GSAS, DOSA

5.4.9. Double undergraduate summer financial aid opportunities. Summer financial aid is an important resource for students who for various reasons need additional time to complete their degrees without taking on additional debt. An increase from $100k to $200K would require $2 million in endowed funding.

   i. **Timeline:** Beginning Spring 2021 and ongoing
   ii. **Responsible parties:** A&S Dean, Advancement
   iii. **Resources needed:** $2 million in endowed funding

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6. CURRICULUM ACTION ITEMS

As the University mission states: “We are committed to providing transformative experiences for students and faculty in an inclusive and collaborative environment where creative scholars generate bold ideas, innovate in the face of complex challenges and distinguish themselves as active citizens of the world.”

Our foundation is to decenter the dominant\textsuperscript{27} perspectives by engaging with and focusing on historically marginalized voices and experiences and creating an equitable and accessible learning environment for all students.

6.1. Action Items

6.1.1. Support the implementation of the revised World Civilization/DEIJ course requirement for the A&S undergraduate students for BA and BS students. This is in alignment with the Equity and Inclusion workstream’s recommendation to develop a required common equity and justice course for all Tufts students. This recommends that courses be tailored within each discipline to understand how the constructions and forms of institutionalization of race, power, privilege, and inequity within the United States appear and how they are distinct across the world. This requires that it be distinct and different from the 2-hour training module otherwise recommended for faculty, staff, and students.

i. **Timeline:** Implementation begins Spring 2022
ii. **Responsible Parties:** Current ad hoc World Civilization Committee for DEIJ course requirement led by Dean Carmen Lowe in consultation with the Registrar
iii. **Resources Needed:** possible need to hire additional full or part-time faculty to teach these courses

6.1.1.1 Recommend that the SMFA curriculum committee consider the changes recommended by the ad hoc World Civilization Committee and propose changes to BFA requirements as appropriate.

i. **Timeline:** Spring 2022
ii. **Responsible Parties:** SMFA Curriculum Committee in coordination with A&S Curriculum Committee
iii. **Resources Needed:** possible need to hire additional full or part-time faculty to teach these courses

6.1.3. Requirement that each new course and major offering submitted to the A&S Curriculum Committee (for undergraduates) and the GSAS Policy and Program committee provide a rationale that includes how this new course addresses issues of equity and justice in the course with a focus on marginalized and underserved communities. This can be addressed either through the course/program content or the pedagogical approaches taken.

i. **Timeline:** Starting in 2021-2022
ii. **Responsible Parties:** ADDIs, A&S Curriculum Committee, GSAS Policy and Programs (GSAS P&P)

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\textsuperscript{27} See the [YW Boston glossary](https://www.ywboston.org/glossary).
6.1.4. Each department and/or program’s DEIJ committee will lead and undergo a curriculum review with attention to the following items:

6.1.4.1. Ensure that a core required course for the undergraduate major or graduate degree critically engages with the issues of marginalized communities in the discipline. This work has already begun, guided by GSAS for the graduate departments (see Appendix 10).

6.1.4.2. Ensure that each course syllabus includes a diverse representation of scholars of color, topics that speak to the experiences of marginalized populations, and/or an inclusive pedagogical approach to the course.
   i. **Timeline:** Ongoing
   ii. **Responsible Parties:** DEIJ Committee, GSAS Deans, A&S Deans, GSAS P&P and A&S Curriculum Committee

6.1.4.3. Ensure that course syllabi include an accessibility statement with appropriate referral to the StAAR Center for disability-related support. The current syllabus statement can be found on the StAAR Center’s website.
   i. **Timeline:** Implementation upon course review
   ii. **Responsible Parties:** DEIJ Committee

6.1.5. Strong recommendation that all Tufts courses adhere to Universal Design for Learning (UDL) guidelines. The Center for Applied Special Technology (CAST) outlines UDL as “a framework to guide the design of learning environments that are accessible and challenging for all.... UDL aims to change the design of the environment rather than to change the learner.” See UDL resources.

6.1.5.1. Recommendation for instructors to review and incorporate UDL guidelines as outlined in The UDL Guidelines: UDL

6.1.5.2. University to develop training that provides instructors with best practices and recommendations for equitable and accessible courses.
   i. **Timeline:** Training developed by Fall 2021
   ii. **Responsible Parties:** Collaboration with CELT and StAAR Center

6.1.6 Support Tisch Library and the SMFA Library’s ongoing effort to replace biased subject headings and categories of classification.
   i. **Timeline:** ongoing
   ii. **Responsible Parties:** Tufts libraries

6.1.7. Explore the impact of undergraduate student-facing policies; including grading and honors with an eye towards equity by benchmarking against peer institutions.
   i. **Timeline:** Starting with the 2021-2022 academic year
   ii. **Responsible Parties:** A&S DEIJ Committee

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28 Center for Applied Special Technology’s UDL Guidelines.
7. FACULTY & STAFF ACTION ITEMS

7.1. Faculty and Staff Hiring and Searches

7.1.1. Initiate faculty cluster hires to enhance opportunities for diversification of the faculty.
   i. **Timeline:** include at least one cluster hire in the 2022-2023 search cycle and carry them out regularly thereafter. For example, prepare and participate in an application for a NIH Faculty Institutional Recruitment for Sustainable Transformation (FIRST) program.
   ii. **Responsible Parties:** A&S Dean’s Office

7.1.2. In the STEM disciplines especially, focus on recruiting, hiring, and retaining a diverse faculty, including female faculty and faculty of color. See above for application to FIRST program as a possible example for a subset of the STEM disciplines.
   i. **Timeline:** submit March 2021 application for FIRST program.
   ii. **Responsible Parties:** A&S Dean’s Office

7.1.3. Search committees:

   7.1.3.1. Continue to require implicit bias training of all search committee members for searches for full-time faculty and staff. For part-time faculty and staff positions, only those who have participated in implicit bias training in the last three years can serve on a search committee. (Also in E&I workstream recommendations.)
   i. **Timeline:** ongoing, started in 2019-2020
   ii. **Responsible Parties:** A&S Dean’s Office and A&S Faculty Affairs

7.1.3.2. Each search committee must include the input of a department/program DEIJ committee member.
   i. **Timeline:** starting in 2021
   ii. **Responsible Parties:** A&S Dean’s Office and A&S Faculty Affairs

7.1.3.3. Require diversity statements from all applicants (staff and faculty, part-time and full-time) for all positions. Diversity statements can be integrated into other parts of applications including teaching and research statements and cover letters, and should spell out what are the applicant's commitments to equity and diversity and their past work in this area (Also in E&I workstream recommendations.)
   i. **Timeline:** implemented starting in 2020-2021 searches
   ii. **Responsible Parties:** A&S Dean’s Office and A&S Faculty Affairs

7.2. Mentoring and Support Programs

7.2.1. Faculty

   7.2.1.1. Especially given the results of our studies of hiring, retention, and tenure among our tenure-stream faculty (see Appendix 4 and Appendix 5) more work needs to be done to better support and mentor female faculty and faculty of color in the tenure track.

   7.2.1.1.a. We recommend that the A&S Dean’s Office create a dedicated pool of funding for faculty to be able to participate in the National Center for Faculty Development and Diversity (NCFDD, see facultydiversity.org) activities and programming. The funding should be available to all Assistant and Associate Professors.
i. **Timeline**: create this fund to start in 2021-2022
ii. **Responsible Parties**: A&S Dean’s Office and Advancement

7.2.1.1.b. In book disciplines, we recommend that departments organize book workshops for all Assistant and Associate Professors. When funding is limited, these workshops can be held virtually. We recommend that the A&S Dean’s Office create a dedicated pool of funding for this purpose.
   i. **Timeline**: implement starting in 2021-2022
   ii. **Responsible Parties**: Departments, A&S Dean’s Office, and Advancement

### 7.2.2. Staff

7.2.2.1. Develop a mentoring program for staff members both as they join A&S and as they request it, with an eye towards supporting their growth, retention, and success.
   i. **Timeline**: Work with the EAD’s Office and HR starting in the 2021-2022 school year.
   ii. **Responsible Parties**: Staff ADDI

7.2.2.2. Provide more information regarding possible career progressions within the university.
   i. **Timeline**: Work with the EAD’s Office and HR starting in the 2021-2022 school year.
   ii. **Responsible Parties**: Staff ADDI

7.2.2.3. Request a review and study of staff salaries such as the one carried out for tenure-stream faculty.
   i. **Timeline**: 2021-2022 academic year and beyond
   ii. **Responsible Parties**: Staff ADDI

### 7.3. Named Professorships

7.3.1. Full Professors: We urge the A&S Dean’s Office to diversify the holders of these professorships every time there is a new full named professorship or an opening due to a faculty member’s retirement or departure.
   i. **Timeline**: ongoing
   ii. **Responsible Parties**: A&S Dean’s Office

7.3.2. Junior Professorships: Given the success of the junior professorships, we urge the A&S Dean’s Office to continue to use these professorships to recruit and retain a diverse faculty.
   i. **Timeline**: ongoing
   ii. **Responsible Parties**: A&S Dean’s Office

### 7.4. Revisions to Faculty Affairs Processes

7.4.1. Faculty and staff searches: see above.

7.4.2. Annual Faculty Information Forms will include specific fields in teaching, research, and service that address DEIJ to allow us to reward faculty who focus on DEIJ and see their focus as an asset.
   i. **Timeline**: implemented starting Spring 2021
ii. **Responsible Parties:** A&S Dean’s Office and A&S Faculty Affairs

7.4.3. 2nd and 4th year review processes will include explicit attention to DEIJ.
   i. **Timeline:** implemented starting Spring 2021
   ii. **Responsible Parties:** A&S Dean’s Office and A&S Faculty Affairs

7.4.4. Annual reports from departments and programs will now require explicit attention to DEIJ.
   i. **Timeline:** implemented starting Spring 2021
   ii. **Responsible Parties:** A&S Dean’s Office and A&S Faculty Affairs

7.4.5. External reviews of departments and programs will now require explicit attention to DEIJ.
   i. **Timeline:** implemented starting Spring 2021
   ii. **Responsible Parties:** A&S Dean’s Office and A&S Faculty Affairs

7.4.6. Chair nomination process: Specifically solicit input from faculty regarding potential chairs’ past DEIJ work and commitments to ensure that chairs embrace, support, and advocate for anti-racist and DEIJ initiatives.
   i. **Timeline:** implemented starting Spring 2021
   ii. **Responsible Parties:** A&S Dean’s Office and A&S Faculty Affairs

7.5. Acknowledgement of DEIJ Work

7.5.1. Allocate a portion of the tenure-stream Equity and Excellence fund each year to reward and acknowledge faculty members’ initiatives and work in the areas of DEIJ. In this way, DEIJ work will be rewarded in the same way that excellence in the areas of scholarship and teaching are already rewarded and acknowledged.
   i. **Timeline:** will be implemented starting in Spring 2021
   ii. **Responsible Parties:** A&S Dean’s Office and A&S Faculty Affairs

7.5.2. Changes to Faculty Affairs processes: see above.
   i. **Timeline:** implemented in Fall 2020 and Spring 2021
   ii. **Responsible Parties:** A&S Dean’s Office and A&S Faculty Affairs

7.5.3. Faculty Awards nomination descriptions should be revised to reflect DEIJ values and work.
   i. **Timeline:** will be implemented starting in Spring 2021
   ii. **Responsible Parties:** A&S Dean’s Office and A&S Faculty Affairs

7.5.4. Nomination descriptions for Jumbo Awards for staff should be revised to reflect DEIJ values and work.
   i. **Timeline:** will be implemented starting in Spring 2021
   ii. **Responsible Parties:** A&S Dean’s Office and A&S Faculty Affairs

7.5.5. Work with HR and the CDOs to create a cross-school (beyond A&S) or university-wide ADDI position that is explicitly focused on staff. ADDIs for GSAS/undergraduate students/faculty lack bandwidth to manage staff. The staff ADDI can liaise with HR.
i. **Timeline**: will be implemented starting in Spring 2021  
ii. **Responsible Parties**: A&S ADDIs with Medford CDO  
iii. **Resources Needed**: additional staff position/repurposing existing staff position

### 7.5.6. Work with EAD’s Office and staff supervisors to ensure that any added DEIJ staff responsibilities are acknowledged within workload and job descriptions.

i. **Timeline**: 2021-2022 academic year and beyond  
ii. **Responsible Parties**: Staff ADDI

### 7.5.7. Department workload documents *should* be revised to reflect increased DEIJ commitments.

i. **Timeline**: 2021-2022 academic year and beyond  
ii. **Responsible Parties**: A&S department chairs and program directors

### 7.6. Recommendations to Faculty Committees:

#### 7.6.1. Tenure & Promotion Committee:

Urge T&P to engage in revisions to Statements 11 and 12 to better reflect our DEIJ values and remove potential sources of bias from process.

i. **Timeline**: in Fall 2021 the A&S ADDIs will submit suggested revisions to the T&P chair  
ii. **Responsible Parties**: A&S ADDIs

#### 7.6.2. Faculty Research Awards Committee:

Recommend revisions to FRAC funding guidelines to allow for a separate funding focus on DEIJ.

i. **Timeline**: in Spring 2021 the A&S ADDIs will submit suggested revisions to the FRAC chair. A special funding round focused on DEIJ research is being piloted this Spring 2021  
ii. **Responsible Parties**: A&S ADDIs

#### 7.6.3. Institutional Review Board:

Recommend anti-bias training for all researchers with IRB protocols, to be offered along with CITI training.

i. **Timeline**: in Spring 2021 the A&S ADDIs will submit suggested revisions to the SBER IRB chair and OVPR  
ii. **Responsible Parties**: A&S ADDIs  
iii. **Resources Needed**: to purchase or develop additional anti-bias modules

### 7.7. From Equity & Inclusion Workstream Recommendations

(E&I workstream items will be managed and implemented centrally):

#### 7.7.1. Require specific anti-bias training for members of all committees with decision-making power.

These include but are not limited to: Boards of Advisors, Advancement, Admissions and Search committees, Tenure & Promotion, Institutional Review Board (IRB), and Curriculum Committee (from E&I workstream). This was also recommended in the 2013 Council on Diversity Report: “Increase faculty and staff awareness and understanding of issues of diversity and inclusion through professional development programs.”

i. **Timeline**: starting in Spring 2021 will review and create a list of all groups with decision-making power in A&S
ii. **Responsible Parties**: A&S ADDIs

7.7.2. Require all A&S employees to set annual DEIJ goals. The assessment of these goals will be built into the annual performance review and embed rewards for DEIJ accomplishments and work into annual performance reviews.

i. **Timeline**: as defined by University administration

ii. **Responsible Parties**: For staff, Tufts HR. See above for faculty.

iii. **Resources Needed**: as defined by University administration

7.7.3. Review and revise all current job descriptions and future job postings to ensure they are aligned with the core values of equity, inclusion, and anti-racism.

i. **Timeline**: as defined by University administration

ii. **Responsible Parties**: For staff, Tufts HR. See above for faculty

iii. **Resources Needed**: as defined by University administration

7.7.4. Ensure that every aspect of processes for faculty and staff hiring is reflective of an alignment with equity, justice, and anti-racism:

- Require all faculty and staff applicants to submit diversity/anti-racist statements. (See above.)
- Require anti-bias training of all faculty and staff search committees. (See above.)
- Align orientation and onboarding processes to reinforce the importance of the core values of equity, justice, and antiracism.

i. **Timeline**: as defined by University administration

ii. **Responsible Parties**: For staff, Tufts HR. See above for faculty

iii. **Resources Needed**: as defined by University administration
8. APPENDICES

Appendix 1. Members of the ad hoc A&S Strategic Planning Committee, by Subcommittee

Subcommittee A - Student Admissions, Recruitment, and Retention:
Kamaro Dini Abubakar, Assistant Dean of Student Affairs
Noah Barrientos, Co-Chair, Subcommittee A, Department Administrator for Mathematics and Classical Studies
Jacqueline Dejean, Co-Chair, Assistant Dean of Research A&S, Assistant Dean of Diversity and Inclusion, GSAS
JT Duck, Dean of Admissions
Elizabeth Johnson, Associate Registrar
Jenny Jun-Lei Kravitz, Graduate Student, Diversity and Inclusion Leadership Program
Anthony Romero, Professor of the Practice, School of the Museum of Fine Arts
Philip T.B. Starks, Associate Professor of Biology
Roxana Woudstra, Director of Graduate Admissions

Subcommittee B - Curriculum, Undergraduate and Graduate:
Eve Abraha, Undergraduate Student A21
Nandi Bynoe, Co-Chair, Associate Dean of Diversity and Inclusion
Kimberly Doan, Associate Director of Accessibility Services
Khary Saeed Jones, Professor of the Practice for Theatre, Dance, and Performance Studies
Kareem Khubchandani, Assistant Professor of Theatre, Dance, and Performance Studies
briana Sevigny, Director of Community Standards

Subcommittee C - Faculty & Staff Hiring, Retention, Training/Support:
Julian Agyeman, Professor of Urban and Environmental Policy and Planning
Quetzalli Barrientos, Humanities Research and Instruction Librarian
Bárbara Brizuela, Co-Chair, Professor of Education, Dean of Academic Affairs, Associate Dean of Diversity and Inclusion
Kevin Lovaincy, Graduate Student, Diversity and Inclusion Leadership Program
Ayanna Thomas, Professor of Psychology, Director of Graduate Studies
Aya Ross, Assistant to the Deans of Academic Affairs
Appendix 2. Definitions for Racial and Ethnic Categories used by Tufts HR and PeopleSoft for Employee self-identification and used for official reporting

**White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicate their race as "white" or report entries such as Irish, German, Italian, Lebanese, Arab, Moroccan, or Caucasian.

**Black or African American.** A person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as "Black or African American," or report entries such as African American, Kenyan, Nigerian, or Haitian.

**American Indian and Alaska Native.** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. This category includes people who indicate their race as "American Indian or Alaska Native" or report entries such as Navajo, Blackfeet, Inupiat, Yup'iak, or Central American Indian groups or South American Indian groups.

**Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. This includes people who reported detailed Asian responses such as: "Asian Indian," "Chinese," "Filipino," "Korean," "Japanese," "Vietnamese," and "Other Asian" or provide other detailed Asian responses.

**Native Hawaiian and Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. It includes people who reported their race as "Fijian," "Guamanian or Chamorro," "Marshallese," "Native Hawaiian," "Samoan," "Tongan," and "Other Pacific Islander" or provide other detailed Pacific Islander responses.

**Hispanic** origin can be viewed as the heritage, nationality, lineage, or country of birth of the person or the person’s parents or ancestors before arriving in the United States. People who identify as Hispanic, Latino, or Spanish may be any race.
### Table 1. Compositional Diversity by Gender and Race/Ethnicity among Tenure-Stream Faculty

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Hispanic Total</th>
<th>Hispanic Male</th>
<th>Hispanic Female</th>
<th>Black/African American Total</th>
<th>Black/African American Male</th>
<th>Asian/Asian American Total</th>
<th>Asian/Asian American Male</th>
<th>Asian/Asian American Female</th>
</tr>
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<tbody>
<tr>
<td><strong>2016-2017</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>53.8%</td>
<td>46.2%</td>
<td>6.2%</td>
<td>2</td>
<td>2</td>
<td>9.2%</td>
<td>1</td>
<td>5</td>
<td>18.5%</td>
<td>7</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>51.6%</td>
<td>48.4%</td>
<td>4.3%</td>
<td>2</td>
<td>2</td>
<td>11.8%</td>
<td>7</td>
<td>4</td>
<td>6.5%</td>
<td>3</td>
</tr>
<tr>
<td>Professor</td>
<td>68.3%</td>
<td>31.7%</td>
<td>4.8%</td>
<td>5</td>
<td>3</td>
<td>3.0%</td>
<td>3</td>
<td>1</td>
<td>9.0%</td>
<td>10</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>60%</td>
<td>40%</td>
<td>5.3%</td>
<td>16</td>
<td></td>
<td>6.9%</td>
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<td>10.2%</td>
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<td><strong>2017-2018</strong></td>
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<td></td>
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</tr>
<tr>
<td>Assistant Professor</td>
<td>53.6%</td>
<td>46.4%</td>
<td>8.7%</td>
<td>3</td>
<td>3</td>
<td>8.7%</td>
<td>6</td>
<td>17.4%</td>
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<tr>
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<td>52.1%</td>
<td>47.9%</td>
<td>5.2%</td>
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<td>2</td>
<td>10.4%</td>
<td>7</td>
<td>3</td>
<td>6.3%</td>
<td>3</td>
</tr>
<tr>
<td>Professor</td>
<td>68.3%</td>
<td>31.7%</td>
<td>4.3%</td>
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<td>2</td>
<td>2.9%</td>
<td>3</td>
<td>1</td>
<td>8.6%</td>
<td>10</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>59.9%</td>
<td>40.1%</td>
<td>5.6%</td>
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<td></td>
<td>6.6%</td>
<td>20</td>
<td>9.9%</td>
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<td></td>
</tr>
<tr>
<td><strong>2018-2019</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>50.6%</td>
<td>49.4%</td>
<td>10.1%</td>
<td>4</td>
<td>4</td>
<td>8.9%</td>
<td>7</td>
<td>17.7%</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>53.8%</td>
<td>46.2%</td>
<td>4.4%</td>
<td>2</td>
<td>2</td>
<td>9.9%</td>
<td>7</td>
<td>2</td>
<td>5.5%</td>
<td>3</td>
</tr>
<tr>
<td>Professor</td>
<td>68.7%</td>
<td>31.3%</td>
<td>4.6%</td>
<td>4</td>
<td>2</td>
<td>2.3%</td>
<td>2</td>
<td>1</td>
<td>8.4%</td>
<td>9</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>59.5%</td>
<td>40.5%</td>
<td>6.0%</td>
<td>18</td>
<td></td>
<td>6.3%</td>
<td>19</td>
<td>10.0%</td>
<td>30</td>
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<td><strong>2019-2020</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>50.0%</td>
<td>50.0%</td>
<td>11.1%</td>
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<td>4</td>
<td>9.7%</td>
<td>7</td>
<td>15.3%</td>
<td>4</td>
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<tr>
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<td>44.1%</td>
<td>4.3%</td>
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<td>2</td>
<td>8.6%</td>
<td>7</td>
<td>1</td>
<td>8.6%</td>
<td>5</td>
</tr>
<tr>
<td>Professor</td>
<td>69.5%</td>
<td>30.5%</td>
<td>4.6%</td>
<td>4</td>
<td>2</td>
<td>3.1%</td>
<td>2</td>
<td>2</td>
<td>7.6%</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>60.5%</td>
<td>39.5%</td>
<td>6.1%</td>
<td>18</td>
<td></td>
<td>6.4%</td>
<td>19</td>
<td>9.8%</td>
<td>29</td>
<td></td>
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<tr>
<td><strong>2020-2021</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assistant Professor</td>
<td>48.1%</td>
<td>51.9%</td>
<td>10.1%</td>
<td>4</td>
<td>4</td>
<td>10.1%</td>
<td>8</td>
<td>16.5%</td>
<td>4</td>
<td></td>
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<tr>
<td>Associate Professor</td>
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<td>2</td>
<td>9.1%</td>
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<td>1</td>
<td>9.1%</td>
<td>5</td>
</tr>
<tr>
<td>Professor</td>
<td>70.5%</td>
<td>29.5%</td>
<td>4.7%</td>
<td>4</td>
<td>2</td>
<td>3.9%</td>
<td>3</td>
<td>2</td>
<td>8.5%</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>60.5%</td>
<td>39.5%</td>
<td>6.1%</td>
<td>18</td>
<td></td>
<td>7.1%</td>
<td>21</td>
<td>10.8%</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

### Table 2. Compositional Diversity by Gender and Race/Ethnicity among Staff

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Hispanics of any race</th>
<th>Black/African American</th>
<th>Asian</th>
<th>Two or more races</th>
<th>International</th>
<th>Race/Ethnicity Unknown</th>
</tr>
</thead>
</table>

### Table 3. Compositional Diversity by Gender and Race/Ethnicity among FT and PT Lecturers
Appendix 4. Study of Hiring and Retention

A&S Hires (2014-20)

<table>
<thead>
<tr>
<th></th>
<th>Tenure-Stream</th>
<th>Tenure-Stream + POPs*</th>
<th>Tenure-Stream + POPs*</th>
<th>FT-Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>61 (67%)</td>
<td>89 (71%)</td>
<td>120 (73%)</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>9 (10%)</td>
<td>13 (10%)</td>
<td>14 (9%)</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>8 (9%)</td>
<td>11 (9%)</td>
<td>15 (9%)</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>12 (13%)</td>
<td>12 (10%)</td>
<td>15 (9%)</td>
<td>164</td>
</tr>
<tr>
<td>90</td>
<td></td>
<td>125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>39 (43%)</td>
<td>54 (43%)</td>
<td>60 (37%)</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>50 (56%)</td>
<td>70 (56%)</td>
<td>102 (62%)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1 (1%)</td>
<td>1 (1%)</td>
<td>2 (1%)</td>
<td>164</td>
</tr>
<tr>
<td>90</td>
<td></td>
<td>125</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Professors of the Practice (includes acquisition of all SMFA faculty)

A&S Tenure-Stream Departures and Retentions (2014-20)

Retirements 50 (Wh 43; Bl 3; His 3; As 1; Men 28; Women 22)
Deaths

Unsuccessful Tenure**  8 (Wh 6; Bl 1; As 1; Men 2; Women 6^)
Resign for Another Position***  23 (Wh 11; Bl 5; His 1; As 6; Men 13; Women 10)

Retentions (2014-20)  22 (Wh 10; Bl 4; His 2; As 6; Men 11; Women 11)

** Includes tenure denials, unsuccessful 4th year reviews, and withdrawals from tenure track.
***Faculty of color have left for: Amherst, Universidad de Chile; Columbia; Dartmouth, UC Davis, UCLA, University of Massachusetts Amherst, Yale, York, and the private sector.
^ Two of the six women were faculty of color.

A&S Named Professorships

<table>
<thead>
<tr>
<th>Full Professorships*</th>
<th>2014-15</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>34</td>
<td>36</td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Men</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>Women</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistant Professorships**</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Non-White</td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td>Women</td>
</tr>
</tbody>
</table>

* Includes one Professorship of the Practice.
** There were no A&S assistant professorships in 2014 (although there was one university-based assistant professorship which is now held by an A&S faculty member). The first assistant professorship in A&S was established in 2016. The 2020-21 count includes eight non-endowed professorships.
### A&S Full-Time Faculty Diversity (20-21) X Field*

<table>
<thead>
<tr>
<th></th>
<th>Science/Math</th>
<th>Social Science</th>
<th>Humanities</th>
<th>SMFA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White</strong></td>
<td>77 (90%)</td>
<td>109 (74%)</td>
<td>116 (71%)</td>
<td>28 (82%)</td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td>1 ( 1%)</td>
<td>12 ( 8%)</td>
<td>13 ( 8%)</td>
<td>2 ( 6%)</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>2 ( 2%)</td>
<td>9 ( 6%)</td>
<td>13 ( 8%)</td>
<td>4(12%)</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>6 ( 7%)</td>
<td>17 (12%)</td>
<td>22 (13%)</td>
<td>--</td>
</tr>
<tr>
<td><strong>Men</strong></td>
<td>62 (72%)</td>
<td>65 (44%)</td>
<td>75 (46%)</td>
<td>12 (35%)</td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td>24 (28%)</td>
<td>81 (55%)</td>
<td>88 (54%)</td>
<td>22 (65%)</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>86</td>
<td>147</td>
<td>164</td>
<td>34</td>
</tr>
</tbody>
</table>

* Does not include research faculty. Psychology, Education, OT, and UEP are classified as Social Science. History and RCD are classified as Humanities.
Appendix 5. Study of Tenure Outcomes

Study of Tenure Outcomes
By Gender and Race
2020 A&S Strategic Plan

N=71

SOURCE: Office of the Secretary of the Faculty.
Appendix 6. Study of Committee Participation

What follows is an analysis of committee participation by AS&E full-time faculty. Data on gender of faculty come from the 2019-20 Tufts Fact Book. Data on committee participation were collected from Secretary of Faculty website and includes 2019-20 faculty assignments for all A&S, Engineering, and AS&E committees listed there. Faculty serving on multiple committees are counted multiple times. Assignment does not reflect participation.
NOTE: Race of faculty from 2019-2020 Tufts Fact Book. Tufts methodology allows faculty to list themselves in two or more categories. There are two American Indian/Alaska Native and 20 “Race unknown” faculty not included in this chart.
Appendix 7. Study of Faculty Salaries

What follows are two regression equations, the first regressing 9-month faculty salary on race and gender dummy variables (race = white/non-white), rank, and years since Ph.D. The second adds a variable or variables capturing scholarly productivity. The analysis are conducted separately for scientists, humanists, and social scientists as the measures of scholarly productivity are so different. Thank you to Jessica Sharkness at Tufts Office of Institutional Research for preparing the cases and conducting the analyses.

Predicting Humanities Salaries with Rank & Demographics
Outcome: Natural log of FY20 Salary

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Unstandardized coefficients(B)</th>
<th>Standardized coefficients(B)</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>11.68</td>
<td>188.22</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Associate*</td>
<td>-0.26</td>
<td>-0.51</td>
<td>-6.39</td>
<td>0.00</td>
</tr>
<tr>
<td>Assistant*</td>
<td>-0.39</td>
<td>-0.45</td>
<td>-5.82</td>
<td>0.00</td>
</tr>
<tr>
<td>Years since PHD</td>
<td>0.01</td>
<td>0.30</td>
<td>3.52</td>
<td>0.00</td>
</tr>
<tr>
<td>Female**</td>
<td>-0.03</td>
<td>-0.06</td>
<td>-1.03</td>
<td>0.31</td>
</tr>
<tr>
<td>Faculty of Color***</td>
<td>0.01</td>
<td>0.02</td>
<td>0.35</td>
<td>0.73</td>
</tr>
</tbody>
</table>

*Reference group: Professors
**Reference Group: Males
***Reference Group: White faculty

Model Summary:
R²: .630
ΔR²: .043
ΔR²: .004

This analysis shows that for faculty in the Humanities, 63% of the variation in their salaries can be explained by their rank (i.e., being an Assistant or Associate Professor vs. a full Professor), and an additional 4% of the variation in their salaries can be explained by the years since PhD. All three variables (being an Assistant Professor, Associate Professor, and years since PhD) significantly contribute to the variation in salaries. On the other hand, gender and race/ethnicity don’t significantly contribute to the variation in salaries among Humanities faculty.

There is a negative, but statistically insignificant coefficient associated with gender and a positive but statistically insignificant coefficient associated with race/ethnicity. Neither of these coefficients reach significance when a control for productivity is added to the equation. The other variables are all statistically significant. Both equations are important tests of our hypothesis.

In summary, the variations in salary for faculty in the Humanities can be explained by rank and years since PhD, but not by gender and race/ethnicity.
This analysis adds scholarly rating to the model. Once we include scholarly rating into the model, rank and years since PhD continue to significantly contribute to variations in salaries among faculty in the Humanities; gender and race/ethnicity continue to not significantly contribute to the variation in salaries; and scholarly rating does contribute significantly to the model, contributing over 9% to the variation in salaries.

In summary, the variations in salary for faculty in the Humanities can be explained mostly by rank, years since PhD, and scholarly rating, but not by gender and race/ethnicity.
This analysis shows that for faculty in the Social Sciences, almost 52% of the variation in salaries can be explained by their rank (i.e., being an Assistant or Associate Professor vs. a full Professor). For this group of faculty, being an Economics faculty member, and years since PhD, also significantly contribute to the variation in salaries. As with the Humanities faculty, gender and race/ethnicity does not significantly contribute to the variation in salaries. Here, again, the coefficients associated with gender and race/ethnicity are statistically insignificant. With social scientists, the two coefficients are surprisingly positive, but neither comes near significance.

In summary, the variations in salary for faculty in the Social Sciences can be explained by rank, years since PhD, and whether or not you are an Economics faculty, but not by gender and race/ethnicity.
This analysis adds scholarship to the model. Once we include scholarship into the model, rank, years since PhD, and being an Economics faculty member continue to contribute significantly to the variation in salaries among faculty in the Social Sciences; gender and race/ethnicity continue to not significantly contribute to the variation in salaries; and scholarship does contribute significantly, almost 6%, to the variation in salaries.

Here, when adding productivity into the equation, the coefficients associated with gender and race/ethnicity are both positive and approach marginal levels of significance (in general, we look to significance levels of .05 or lower, though some people report significance levels of .10). The bottom line is that controlling for productivity, women and faculty of color are slightly better paid than men and white faculty.

In summary, the variations in salary for faculty in the Social Sciences can be explained mostly by rank, years since PhD, being an Economics faculty, and scholarship, but not by gender and race/ethnicity.
This analysis shows that for faculty in the Sciences, almost 62.5% of the variation in salaries can be explained by their rank (i.e., being an Assistant or Associate Professor vs. a full Professor). For this group of faculty, years since PhD also significantly contributes to the variation in salaries. As with the Humanities and Social Sciences faculty, gender and race/ethnicity do not significantly contribute to the variation in salaries.

The gender coefficient is negative but small and completely insignificant. The race/ethnicity coefficient is negative and larger, again insignificant, but with a significance level of .21, something to keep an eye on.

In summary, the variations in salary for faculty in the Sciences can be explained mostly by rank and years since PhD, but not by gender and race/ethnicity.
This analysis adds scholarship and funding to the model. Once we include scholarship and funding into the model, rank and years since PhD continue to contribute significantly to variation in salaries among faculty in the Sciences; gender and race/ethnicity continue to not significantly contribute to the variation in salaries; scholarship contributes though not significantly; and funding does contribute significantly to the variation in salaries.

The coefficients associated with gender and race/ethnicity are both negative when the productivity controls are added to the equation, but do not near statistical significance.

In summary, the variations in salary for faculty in the Sciences can be explained mostly by rank, years since PhD, funding, and modestly by scholarship, but not by gender and race/ethnicity.
Appendix 8. Requests of all A&S Departments and Programs, Spring 2021

A&S DEIJ Activities (1/12/21 version)

A&S DEIJ Activities

1. By April 20, 2021, every department and program should create a Diversity, Equity, Inclusion, and Justice (DEIJ) committee, name a chair for this committee, and inform the A&S ADDIs about the committee members and chair. In small departments, it is appropriate to just have a DEIJ committee chair/convener and to use the department as a whole as the committee. The committee could also be repurposed from a previously existing committee.

2. By June 1, 2021, every department/program should create a DEIJ plan and share it with the A&S ADDIs. In Spring 2021, we are hosting 10 departments/programs on five different dates who will share their current DEIJ work. We encourage you to attend these sessions as you continue to develop your department/program plans.

The plan can be just that: a plan. So: progress, work to date, and plans ahead in all or some of the following areas. It can be just a list of action items. Please provide a timeline for implementing the different aspects of your plan. The plan could include, among others, for example:

a. plans for review of curriculum and co-curricular activities
b. plans for syllabi review/creation of syllabi DEIJ statements
c. review of program learning objectives. LOAC provided the following input: “The committee discussed suggesting that departments should consider how they might revise their programs’ learning objectives in light of the increased national consciousness about systemic inequities or institutionalized inequities, especially those reflecting race/ethnic disparities in education, health, and economic well-being. In reviewing these, LOAC also recommends using an inclusive process to review program learning objectives and emphasizes that this may call for specifically eliciting the voices of minoritized or marginalized groups (faculty, staff, students) in reviewing program and learning goals, objectives and outcomes.”
d. revisions to graduate admissions including recruitment. See Appendix 10.
e. for undergraduate programs: plans for creation of new courses/revising of existing required courses that address equity & justice in the specific field required for graduation
f. for graduate programs: plans to integrate DEIJ throughout the degree programs (i.e., not necessarily in every course). See Appendix 10.
g. hiring priorities
h. ongoing professional development for students, faculty, and staff
i. plans or requests for training of committee members
j. Etc.

3. As you are thinking about this process, here are some helpful tools:

a. https://equity.utexas.edu/diversity-planning-tools/
d. (Example and guide)


f. CELT tools for developing a diverse academic unit:
https://tufts.box.com/s/azdv4h0jfvapy71oszivu9oj73kl8tmz

And feel free to reach out to Nandi Bynoe, Jacqueline Dejean, and/or Bárbara Brizuela if you have questions or need additional resources.

We will provide departments with feedback before the beginning of the Fall 2021 semester.

4. The department/program committee will be responsible for updating the department/program DEIJ plan at least every five years.

5. By Fall 2021, every department should post DEIJ information on their website landing page (through a link or quick click) or chair’s welcome. The information should be visible and accessible. This could include any one of the following, among others: links to the school or university DEIJ/anti-racist initiatives, links to DEIJ plans, DEIJ statements, DEIJ activities. In an effort to recruit a more diverse student body, faculty, and staff, it is important to be as transparent as possible in our DEIJ efforts, commitments, and values.

6. Starting in Fall 2021, all search committees for FT faculty and staff will need to include a member of a DEIJ committee. It is possible to draw from other departments’ DEIJ committees for search committee members if necessary. For PT faculty and staff, departments/programs should do everything possible to include a DEIJ committee member if feasible.

7. Moving forward all searches for faculty and staff (PT and FT) will require candidates to submit a DEIJ statement.

8. Department workload documents should be revised to reflect these increased DEIJ commitments.
Appendix 9. New A&S DEIJ Committee Bylaws

An Arts & Sciences (A&S) Committee on Diversity, Equity, Inclusion, and Justice (DEIJ), consisting of 6 full-time faculty; the A&S Associate Deans for Diversity and Inclusion (ADDI); the Medford campus Chief Diversity Office (CDO); the CELT Associate Director for Teaching, Learning, and Inclusion; at least two staff from the student divisions (including, e.g., Admissions, Division of Student Diversity and Inclusion, etc.) selected by the ADDIs; one undergraduate student nominated by the TCU Senate; one masters and one PhD student, both from a pool of potential candidates nominated by the Graduate Student Council and graduate program directors, among others.

For faculty to be eligible to serve on this committee, they will presently be serving or will have served in the past on their department or program’s DEIJ committees and/or provide evidence of their expertise and training in DEIJ. At all times, there will be at least two faculty from each of the following areas in the School of Arts and Sciences: (1) the humanities and arts (including the SMFA); (2) the social sciences; and (3) the natural sciences and mathematics. At any given time, there will be at least one committee member affiliated with a graduate/professional department (UEP, OT, and Education). No more than one member of a single department/interdisciplinary program may be a member of this committee at any one time. Members shall serve for three years, commencing on September 1, with inaugural members serving staggered one, two, and three years. Members may not serve more than one consecutive full term. One of the ADDIs will co-chair the committee along with one faculty member, who will be selected by all committee members at the first meeting of every academic year. The co-chairs will set the committee’s agenda for the year. All members of the committee will have voting privileges.

The goal of the committee will be to function as the support and accountability structure for the School of A&S’s DEIJ activities and initiatives. Among its functions:

- It will ensure that the school’s DEIJ Strategic Plan and any recommendations from university wide DEIJ and anti-racism initiatives are implemented.
- It will provide guidance to the A&S Dean’s Office regarding the school’s DEIJ priorities as well as recommendations regarding the school’s compositional diversity.
- It will support and provide feedback to academic department and interdisciplinary program DEIJ plans and activities as well as to other units in A&S such as GSAS, Student Services, Career Services, etc.
- On a yearly basis, it will provide a report for the A&S Dean’s Office on the status of its DEIJ work; of department and program DEIJ work including strengths, areas of need, and weaknesses; data on compositional diversity and compositional goals; and DEIJ recommendations for the next years.
- On a yearly basis the committee will submit a report with recommendations to the A&S Dean’s Office.
- On an annual basis, it will report on its work at an A&S Faculty meeting.

The internal deliberations of the committee shall be considered strictly confidential and shall not be discussed with anyone except the members of the committee. The committee as a whole; however, may meet with other concerned parties.
Selection of members of this committee shall take place in accordance with the provisions of these bylaws. With the exception of the Grievance Panel, membership on this committee shall not preclude membership on any other committee of this faculty.
Appendix 10. GSAS Admissions and Curriculum Review

GSAS Guidance - Fall 2020

On August 18th at the GSAS DEI Community Dialogue, Dean Robert Cook announced several steps to advance the GSAS pledge for institutional change within the graduate school. Three action items were initiated: 1) a call for graduate departments to review and transform their admissions processes for the Fall 2021 admissions cycle, 2) a call for curriculum examination by all graduate programs specific to diversity, equity, and inclusion, and 3) a call to provide an initial progress report from each department summarizing DEI efforts within the department. While we understand there is much going on in this demanding academic year, these items are critical to attaining our long-term goals. Below is guidance to assist in accomplishing these action items.

1. Admissions Review Guidance

The GSAS is currently reviewing applicant and enrollment compositional diversity of our graduate programs with the admissions office. These meetings help us begin to identify patterns of bias and discrimination, as well as help us identify pipeline and other issues that impact the compositional diversity of our programs. These historical data are available to graduate directors upon request. The first area of examination that we can immediately address and change has to do with our own admissions review process. Your review should be completed and implemented in time for the upcoming Fall 2021 admissions cycle of this academic year.

Your admissions review should focus on the department and/or program application review process, specifically, the decision making process in order to bring to light any implicit or systemic bias: in the review structure, selection criteria, and final decision.

Based on review of practices at other institutions, we recommend that the following be incorporated into the admissions review effort. These include recommendations regarding the composition of the committee, the information used for review and overall strategy for admissions:

- Rethink review and decision making processes from start to finish, e.g. shifting away from using single reviewer decisions.
- Review past applicant pools and decisions in light of diversity to become aware of decision patterns, assumptions about the pipeline, availability, and access to diverse applicant pools (Data provided by Grad Admissions);
- Make available current student compositional diversity data to review committees;
- Build diversity into the admissions review committee structure by:
  - Establishing a baseline of DEI and antiracism awareness of committee members through participation in education/training/workshops prior to starting the admissions process.
  - Using holistic review processes during review;
  - Including individuals with a track record of DEI work to balance and inform the committee;
- Designating a committee member who is empowered to center the group around DEI priorities;
- Creating and sustaining support for individuals with DEI backgrounds who may be over extended as a result of this request within departmental workload guidelines.
- Engaging diverse perspectives of multiple graduate students or alumni in the review, interview, and yielding processes;
- Reevaluate the use of standardized testing as part of the decision process and augment the decision process with more meaningful application elements, e.g. with an additional essay or writing sample;
- Work closely with GSAS ADDI and Director of Graduate Admissions to access diverse applicant grad prep programs like McNair, Leadership Alliance, GEM Scholars, and VERSE;
- Expand connections with extramural colleagues to identify promising diverse applicants;
- Employ a cohort-building strategy of diverse students rather than isolated, tokenist selections process, i.e. consider the incoming class composition rather than adding a certain number to advance compositional diversity numbers; and
- If your plan is not budget neutral, provide a cost summary for various strategies of implementation;

2. **Curriculum Review and Examination.**

GSAS asks that each graduate department program focus on integrating diversity, equity and inclusion into curriculum, beginning at the program-level. A review of each degree and program’s learning objectives is requested. The goal is to emphasize the overall objective of having transformative efforts that have the **immediate impact** of creating an inclusive culture and climate where all students thrive within the department, graduate school, and campus, and the **long term effect** of creating anti-racist citizens equipped to shift the ethos of the career fields they enter. While adjustments at the individual course levels are also important to accomplish, this request is for examining the overall organization, content, and objectives of each degree program.

We strongly advocate for the following:
- Examination should be focused at the program level;
- Program learning objectives need to reflect the goal of diversity, equity, and inclusion goals;
- Take a transformation and social approach (Banks, 1999);
- Using the five following dimensions in your review: content integration, the knowledge construction process, prejudice reduction, an equity pedagogy, and an empowering school culture and social structure (Banks, 1995);
- Have clear documented and responsibility and accountability structure for completing and implementing the examinations and proposed changes;
- Incorporate intervals of reviewing and adjusting the plan when strategies prove harmful or show no benefit;
- **Center the voices of your marginalized groups in development, evaluation, implementation, and change plans;**
- Review student and department handbooks to align with the curricular changes being implemented;
• Develop progress report processes to update the Dean of GSAS; and
• If your plan is not budget neutral, provide a cost summary of the various strategies for implementation.

Efforts must include consideration of the inherent bias in the delivery of the curriculum, bias in the study group structures and dynamics, and inequities and barriers to accessing additional educational resources, i.e. office hours, study guides, curriculum reform models, research opportunities, internships, and advisors, implementing periodic evaluation of the efficacy of the strategies that you employ.

Your review of program objectives should be completed by the end of the Fall semester 2020. We encourage continued discussion into the Spring on courses and other parts of the curriculum, such as career or professional development. While any improvement can be implemented immediately, the goal of changing program objectives should be implemented by the start of the 2021 academic year.

3. Diversity, Equity, and Inclusion Department Progress Report

The GSAS understands that all departments share the goal of creating a better educational climate for all students, faculty, and staff. The two efforts above are not separated from this overall effort of transforming graduate education at Tufts. In fact, department level DEI efforts ensure that any transformation in admissions and curriculum will be sustainable and long lasting. Actions at all levels are required to achieve our goals.

As a result, Directors of Graduate Studies are asked to provide a living document that summarizes the ongoing DEI efforts within the department including your progress on the admissions review and the curricular examination. This initial document will be kept in a Box folder accessible to all DGS and GSAS Staff and should be updated at least annually. We invite departments to engage with each other with regard to DEI efforts.

• Please submit your progress report summaries via email to Jacqueline Dejean, GSAS Assistant Dean of Diversity and Inclusion or save the document to the Box folder.

RESOURCES
Here are the resources used to generate the above guidance:
Admissions Review
1. https://ls.berkeley.edu/sites/default/files/guide_to_recruiting_and_retaining_diverse_graduate_students_at_uber keley.pdf Berkley 3-page document provided a basis for our document.
3. https://www.chronicle.com/article/how-to-increase-graduate-school-diversity-the-right-way/ Provides a pipeline and graduate incentives model with a long track record of success at CUNY.
4. https://rackham.umich.edu/faculty-and-staff/resources-for-directors/holistic-review-of-applications/ Summary holistic review practices at University of Michigan
Curriculum Examination

3. https://www.wcu.edu/WebFiles/PDFs/ApproachestoMulticulturalCurriculumReform.pdf
7. Useful Tips for Curriculum Examination (K. Khuchandani) https://docs.google.com/document/d/1zhWKO9eWuLou_oUfkwsgtRgBq-KE4kJGe60ZeZZQy4/edit?usp=sharing

Additional Resources provided by Tisch Library:

https://steinhardt.nyu.edu/metrocenter/perspectives/introducing-culturally-responsive-curriculum-scorecard-tool-evaluate - designed for K-8 textbooks but might have ideas….

https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1164&context=ulj – a student-driven syllabi review project for Library & Information Science program

https://www.sandiego.edu/curriculum/documents/D-TeamProposalFinal04-02-2012.pdf older report from San Diego but summarizes different approaches to diversity in the curriculum – one course that checks the box, vs pulling apart different learning objectives and peppering them throughout the program

https://rackham.umich.edu/faculty-and-staff/resources-for-directors/holistic-review-of-applications/
Appendix 11. A&S Deans’ Statement of Solidarity

From: ase-faculty-request@elist.tufts.edu <ase-faculty-request@elist.tufts.edu> on behalf of ASE Admin Announcement <ASEAdminAnnouncement@tufts.edu>
Sent: Monday, June 1, 2020 5:16 PM
To: ‘ase-faculty@elist.tufts.edu’ <ase-faculty@elist.tufts.edu> as-staff@elist.tufts.edu <as-staff@elist.tufts.edu>; engineeringstaff@elist.tufts.edu <engineeringstaff@elist.tufts.edu>
Cc: as-courtesy@elist.tufts.edu <as-courtesy@elist.tufts.edu>
Subject: AS&E Message on Racial Injustice

This message is being sent on behalf of the Deans in AS&E

Monday, June 1, 2020

Dear faculty and staff,
We write to lend our voices to those seeking an end to racial injustice in the United States. We fully support and echo the sentiments expressed by President Monaco in his message to the community yesterday.

George Floyd, Nina Pop, Breonna Taylor, Ahmaud Arbery, Tony McDade, and many more have been lost to violence in just the last few months, including two in the last week alone.

We recognize the disproportionate impact racial injustice has on the Black community of students, staff, faculty, and alumni. We are confronted with the fact that hate and racism are ever present in our society and it is part of our role as a university community to work to change that. We do so through learning, civic engagement, and dialogue within and outside of our home communities.

To this end, we will plan a virtual campus gathering in the near future. This meeting will offer the community a space to express grief, concerns, and anger, while also building plans for concrete actions we can all take to recognize and fight racism.

These are challenging times for all of us. We want to remind you of the resources available to you for your wellbeing, including the University Chaplaincy, as well as our Employee Assistance Program.

Sincerely yours,

James M. Glaser, Dean, School of Arts and Sciences
Jianmin Qu, Dean, School of Engineering
Nancy Bauer, Dean, School of the Museum of Fine Arts and Dean of Academic Affairs, School of Arts and Sciences
Bárbara M. Brizuela, Dean of Academic Affairs, School of Arts and Sciences
Robert G. Cook, Dean, Graduate School of Arts and Sciences and Dean of Academic Affairs, School of Arts and Sciences
Karen Panetta, Dean, Graduate Studies, School of Engineering
Chris Swan, Dean, Undergraduate Education, School of Engineering
Samuel W. Thomas, Dean of Academic Affairs, School of Arts and Sciences
Nancy Thompson, Dean of Student Affairs and Chief Student Affairs Officer *ad interim*, Schools of Arts, Sciences, and Engineering