Report
of the
Council on Diversity

December 2013

Office of the President
councilondiversity@tufts.edu
http://president.tufts.edu/strategic-initiatives/diversity/

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Preface

December 2013

Dear Members of the Tufts Community,

We are pleased to share the final report of the Council on Diversity, whose recommendations reflect 18 months of thoughtful study and deliberation. This unprecedented university-wide effort has been informed by extensive conversations and input from across our three campuses.

The Council's work has already helped shape a major piece of the university's strategic plan, "Tufts: The Next 10 Years," which the Board of Trustees approved in November. One of the plan's four overarching themes calls for initiatives to engage and celebrate our commonalities and differences.

A plurality of perspectives is essential to the continued excellence of our academic mission and to the success of our graduates, who will live and work in a multicultural society. The Council's report provides us, as a community, with specific, actionable recommendations to achieve greater diversity among our student body, faculty, and staff and to make Tufts University more inclusive and welcoming to all.

Among the major recommendations is the hiring of a Chief Diversity Officer, who will report to the Provost and have a secondary reporting relationship to the Executive Vice President. Working in partnership with our academic and administrative leaders, the Chief Diversity Officer will help guide the implementation of the Council's recommendations across Tufts. A search committee is now in formation.

The report also highlights the ongoing need for financial aid resources to ensure that talented students, regardless of their background or means, have access to a Tufts education. It is not enough to enroll a diverse student body, however. We must make certain that all our students thrive here and have opportunities to participate fully in the Tufts experience. The report offers recommendations for new ways to recruit and support exceptional undergraduate, graduate, and professional students who traditionally have not applied to Tufts, and to strengthen the campus climate. It also offers a roadmap for success in increasing faculty and staff diversity.

We extend our deepest thanks to all the community members who offered their ideas and input. The members of the Council and its three working groups showed tremendous dedication to Tufts. We are particularly grateful to the chairs of the working groups: Joyce Sackey, dean of multicultural affairs and global health at the School of Medicine and chair of the working group on the graduate and professional student experience; Sabrina Williams, director of human resources for the Boston and Grafton campuses and chair of the council's administrative structures and policies working group; and Adriana Zavala, associate professor of art history and chair of the working group on the undergraduate student experience.

The responsibility for engendering a diverse and welcoming community lies with all of us. The Council's recommendations will help us advance these values as a community, and we look forward to working with you to achieve these shared goals.

Best wishes,

Anthony P. Monaco
President
Chair, Council on Diversity

Joanne Berger-Sweeney
Dean, School of Arts and Sciences
Vice Chair, Council on Diversity

Introduction and Common Themes

Introduction

The following report presents recommendations from the Council on Diversity with respect to students, faculty members, and staff as well as the university's mission and organizational structures. It highlights common themes that have emerged during the course of the Council's work and that have informed its consideration of specific topics concerning diversity and inclusion at Tufts. The recommendations include the development and definition of organizational structures and models intended to ensure their effective implementation.

The Council was convened by President Anthony P. Monaco in March 2012 in recognition of a shared desire across the university community to make further progress on issues of diversity and inclusion at Tufts—issues that are challenging not just at Tufts, but across all of American higher education. The Council has worked over the past year-and-a-half to understand and enhance our collective engagement with these issues and has already made integral contributions to the evolving strategic vision for Tufts' future, as is evident in the attention to these issues in the university-wide strategic plan, Tufts: The Next 10 Years (T10), recently approved by the Board of Trustees.

The third of the four fundamental themes of the strategic plan, "Engaging and Celebrating Commonalities and Differences," is summarized as follows: "Over the next 10 years, Tufts will demonstrate unprecedented institutional commitment to diversity, inclusion and cultural competency…." The plan identifies implementing the recommendations of the Council on Diversity as one of the three key university initiatives associated with this strategic theme. Another initiative associated with this theme—enhancing graduate and undergraduate financial aid—is itself aligned with the Council's recommendations.

The Council was charged with determining how Tufts might best recruit, retain, and nurture a diverse community of students, faculty, and staff, and with establishing how we might foster the cultural competence and attitudes necessary to support and sustain healthy and productive interactions both within and beyond such a diverse university community. More clearly defining and establishing the place of diversity in our institutional mission, and strengthening the diversity-related skills and sensibilities of our students, faculty and staff, have emerged as top priorities for the university community. As social and technological developments make our world more interdependent, and increasingly bring together people of diverse backgrounds and perspectives, the relevance and success of higher education will hinge on an ability to reckon rigorously with the issues and concerns of diversity and inclusion. The Council believes that Tufts is well positioned to be an institutional leader and live up to its values in these areas.

The Council has taken a broad view of the possible dimensions of diversity for consideration. Depending on the specific topics at issue, they have included but not been limited to race and ethnicity, gender, age, sexual orientation and gender identity or expression, physical ability, religion, geographic origin and language background, and socioeconomic status.

The Council has aimed to consult broadly and deeply in order to understand the true current state of diversity at Tufts. Establishing three working groups that drew in additional community members with subject-matter expertise and varied perspectives, the Council conducted open conversations with students, faculty and staff on all three campuses, as well as targeted discussions with administrators and other key stakeholders. The Council has reviewed current and past initiatives and inquiries related to diversity and inclusion, and has collected both quantitative and qualitative data on demographic trends, achievement metrics, climate satisfaction, and experiential accounts. Key data used by the Council are presented in Appendices H-K of this report; Appendix G provides an introduction to issues of data categorization and analysis.

The Council's work extends the university's longstanding tradition of dedication to diversity and inclusion. Unlike most institutions of higher education, Tufts has aimed to be inclusive since its founding. The university's Universalist founders envisioned an institution that would embrace those at the margins of society, and offer admission to students from all cultures, religions, ethnicities, and socioeconomic backgrounds.

The Council has drawn inspiration and insight from important previous efforts to assess and address issues of diversity and inclusion at Tufts. The 1997 report of the Task Force on Race represented a milestone in the university's history; more recently, in 2011, the faculty Equal Educational Opportunity Committee of the Schools of Arts and Sciences and Engineering offered thoughtful recommendations on improving diversity, climate, and inclusion.

While the Council has learned a great from these earlier efforts, it has sought to take a fresh look at the full range of issues. It has made a particular commitment to the centrality of data and metrics in developing, implementing and consistently monitoring the progress of its recommendations. Crucially, while previous efforts focused primarily on the undergraduate student experience on the Medford/Somerville campus, the Council has looked university-wide, developing recommendations concerning not only undergraduate students, but also graduate and professional students, faculty, and staff. Its efforts to assess the campus climate have included the first-ever comprehensive climate survey of all Tufts' graduate and professional students. The Council's university-wide approach to issues of diversity and inclusion is unprecedented in Tufts' history. The personal leadership of the Council by President Monaco as Chair and the Dean of Arts and Sciences as Vice Chair reflect a commitment to advancing diversity and inclusion that is shared across the university's senior leadership.

The Council members share a hope that Tufts will live up to its promise as a place where anyone—of any creed, class, cultural background, race, ethnicity, gender, or sexual identity—will be able not only to gain access to education and opportunity, but also to feel empowered to contribute in a way that celebrates and calls upon the most important parts of his or her identity. The diversity and excellence of Tufts are inextricably linked together; only through rigorous inclusion can we achieve true success that is based on our collective potential as a community.

Common Themes

The report that follows details findings and recommendations specific to each of the university's major campus constituencies: undergraduate students, graduate and professional students, faculty, and staff. It also outlines recommendations specific to the university's overall mission and central administrative organization.

While this approach offers the best assurance of developing actionable recommendations, the Council is keenly aware of the interconnectedness of the issues. A number of common themes emerged in the course of the Council's work—notably the importance of climate and cultural competence; the need to be data-driven; the salience of financial aid and programs to support educational success; and opportunities to share best practices across the university more effectively.

Climate and Cultural Competence

Tufts is not immune to the climate issues in our society, particularly as these relate to historically marginalized individuals and groups, but Tufts has both an opportunity and a responsibility to address these issues on our campuses. The Council and its working groups believe that a campus climate that fosters diversity and inclusion is a collective responsibility of all members of the community: students, faculty, staff, and administrators. It cannot be the responsibility of any single individual or office. Given the fact that diversity is part of the academic mission at Tufts, it should be an explicit expectation that faculty and staff at Tufts will support this value, and do their part to advance it. The Council's specific recommendations with respect to faculty and staff reflect the importance of increasing their awareness and understanding of issues of diversity and inclusion. We have work to do if we are to ensure that all our students feel themselves full members of our educational community.

Data

It is imperative that the university develop a systematic data gathering and assessment protocol with respect to diversity and inclusion. Data collection, synthesis, and distribution are the most effective means to establishing benchmarks, assessing and developing effective policy interventions and programs, developing mechanisms for accountability, and tracking participation in and developing incentives to strengthen diversity and inclusion at Tufts. A "diversity dashboard" or annual report would increase accountability as well as enable us to celebrate successes.

In developing their recommendations, the working groups worked closely with various university offices. During this process it became evident that although the university gathers data, the lack of a centralized database with clear protocols for the assessment and distribution of data resulted in uneven benchmarking and accountability. Furthermore, in some crucial areas data were gathered only sporadically, cross-sectional analysis was less than optimal, and data sharing was inadequately systematized. Thus the success of current programs and development of new programs and interventions were often not optimized. The working groups have identified key areas where better collection and use of data have the potential to significantly increase our understanding of the issues and our ability to design responses and assess their effectiveness.

Financial Aid and the Educational Experience

Financial aid plays a critical role in making a Tufts education possible and attractive for a diverse cohort of students. Tufts has made significant progress in increasing financial aid resources in recent years, and the members of the Council and working groups appreciate the strong commitment shown by the administration, especially given the challenging economic climate. President Monaco announced in 2013 the launch of a financial aid initiative to raise $25 million in scholarship funds for students across the university over the next two years.[i] As of December 2013, $22 million had been raised; $13 million of that is designated for undergraduate students alone as part of this initiative.[ii]

Despite an already strong commitment to matriculate, support and retain students with financial need to Tufts, along with new increases in targeted fundraising activities to support financial aid, the university needs to allocate even more funds to addressing the issues of access and equity that may prevent students from participating in the full Tufts experience. Recruiting students from racially/ethnically and socioeconomically diverse backgrounds is only the first step in addressing issues of diversity, climate and inclusion. We must ensure that our structures and programs ensure a successful transition, full participation and success for all our students.

Sharing Best Practices

Tufts and its various schools and programs need to become more systematic and transparent in sharing best practices. The Council's working groups spent much time researching the activities related to diversity in the schools and found areas such as recruitment/retention and pipeline programs where the measured successes of very rich and fruitful programs were not shared across the schools. The sharing of information, and specifically best practices that have proven effective, presents a great opportunity for the university.

The limited awareness of different initiatives to unify the student body is an obstacle to promoting a diverse and inclusive climate at Tufts. Many graduate students, for example, are unaware of career development programs, and effective modes of publicizing and disseminating university-wide resources and events such as the Graduate Student Council (GSC) Research Symposium should be established.

How This Document is Organized

This report includes recommendations from the Council, developed by its three working groups. The body of the report focuses on overarching strategic recommendations. The appendices include supporting data and references as well as more detailed implementation recommendations.

The report reflects thoughtful feedback from community consultation following the earlier release of draft recommendations on the undergraduate student experience (April 2013) and a full draft report (September 2013), as well as subsequent further deliberation including consideration of priorities, available resources, and alignment with the strategic directions identified in the university-wide strategic planning process.

University-wide Recommendations

University Mission

After reviewing the missions of other institutions known for their commitment to diversity and inclusion, the Administrative Structures and Policies Working Group recommended that Tufts' mission should convey a more contemporary approach to diversity issues, focusing on inclusion. This recommendation was reviewed as part of the strategic planning process and the revised university mission statement in the recently approved strategic plan articulates a strong commitment to inclusion.

Chief Diversity Officer

The university's Office of Institutional Diversity was established in 2007 and was active until the departure of the first Executive Director of Institutional Diversity for another institution in 2009. In light of impending senior leadership transitions, the position was held vacant and the office's responsibilities distributed pending a full review of options and strategies. The working group on administrative structures and policies has conducted research on the models in place at peer institutions, other universities known for an effective commitment to diversity and inclusion, and corporations, as well as on the history of organizational structures to support diversity at Tufts.

The Administrative Structures and Policies Working Group recommends the re-launch of central administrative oversight of issues and policies concerning institutional diversity through the appointment of a Chief Diversity Officer (CDO). In the model envisioned, the CDO would report to the Provost, with a secondary (dotted-line) reporting relationship to the Executive Vice President (see Appendix B). The CDO would need to have experience leading large change management initiatives, preferably in higher education, but does not necessarily need to have an academic background. The CDO might hold the title of Associate Provost, or another title of equivalent seniority; this individual's portfolio could include additional responsibilities.

This individual's primary responsibilities as CDO would include:

- Ensuring that the recommendations of the Council on Diversity are prioritized and operationalized.
- Ensuring that staff across the university involved with diversity and inclusion issues and initiatives are working in a manner that is congruent and supportive of Tufts' mission and vision.
- Overseeing defined central programmatic initiatives (e.g., graduate diversity recruitment).
- Developing metrics applicable to both the university and individual schools and divisions, and possibly a scorecard, to ensure accountability, tracking, and monitoring of efforts.
- Ensuring ongoing attention to metrics, benchmarking, and best practices with respect to diversity and inclusion.
- Advising senior leaders centrally and within schools and divisions on issues of diversity and inclusion.
- Supervising program staff to be assigned to CDO projects in accordance with the overall staffing model within the Provost's Office.
- Providing annual updates to the Academic and Administrative Councils, as well as regular updates to the Academic Affairs Committee of the Board of Trustees.
- Representing Tufts with external stakeholders including the community to ensure Tufts' commitment to diversity and inclusion extends beyond its campuses.

In addition, the CDO would manage the work of the university-wide Council on Diversity in its next iteration. With a longer time-horizon than the current Council, it would advise on strategy and key policy decisions as well as overseeing and evaluating the implementation of this Council's recommendations over time. Such a Council would meet two to three times per semester. The exact structure of such a Council is to be determined, but it would likely continue to be chaired by the President, with potential additional senior officer participation by the Provost and Executive Vice President. The Council would always include at least one vice president and at least one school dean, if not two (one from a school with undergraduates and one from a graduate or professional school). The CDO would be an ex officio member of the Council.

Council membership would be staggered, with terms of two years to ensure continuity of efforts and leveraging of learning. Nominations for Council membership would come from deans, vice presidents, or self-nomination. We support following the current Council's existing model of broad representation, including Tisch College given its strong interest in diversity as a core civic skill, while recognizing the challenges of having too large of a committee. The working groups encourage linking the Council to faculty governance in the Schools of Arts and Sciences and Engineering, through ex officio membership of the Chair of the Equal Educational Opportunity Committee or other appropriate representation. The membership of this Council should include undergraduate and graduate students as well as members of the faculty and administration.

The CDO should also be asked to establish a separate coordinating committee, meeting five to six times per year, that brings together key administrators and faculty members from across the university with responsibilities related to diversity and inclusion. This committee would work to implement, evaluate, and address issues of diversity and inclusion in an ongoing and direct manner.

To ensure coordination and accountability, the Provost and Executive Vice President should ask each school and division to identify a senior leader with oversight/coordination responsibility for diversity efforts as part of his/her portfolio. This already happens formally or informally in many schools and divisions, but should happen systematically throughout the university.

With respect to the administrative functions that previously reported to the Office of Institutional Diversity, the Administrative Structures and Policies Working Group endorses the reporting relationship of the Office of Equal Opportunity to University Relations, with strong connections to both Human Resources and the Office of the President.

Findings and Recommendations: Undergraduate Student Experience

Context

In order to better understand the undergraduate student experience, the Council's Working Group on the Undergraduate Student Experience (UWG) consulted a range of sources, both quantitative and qualitative, gathered through the Office of Institutional Research and Evaluation (OIR&E), from offices that serve our students, and in a variety of forums with faculty members, staff, and students in the Schools of Arts and Sciences and Engineering. The UWG's recommendations are focused on campus climate, the undergraduate academic experience including student-faculty interactions both inside and beyond the classroom, the co-curricular experience, data on financial aid, equity and student achievement, and our assessment of the protocols in place for data gathering, synthesis and distribution, as well as benchmarking and accountability.

The UWG found that there is a great deal of positive work taking place at Tufts, much of it under the auspices of the Group of Six (Africana, Asian American, Latino, LGBT, International, and Women's Centers) regarding diversity and inclusion. At the same time, there are also significant opportunities for improvement not just in terms of the compositional diversity of the undergraduate student population, but also crucially in terms of the campus climate and access to the full array of opportunities at the university. Among our graduating seniors, those from historically underrepresented groups report the lowest levels of overall satisfaction with their undergraduate education. Barriers to equal educational and co-curricular opportunities remain for students from historically underrepresented racial/ethnic groups, and these barriers appear to be not only financial but also academic and cultural. Students of color and women both report less access to participation in faculty research. For an institution that prides itself on promoting student participation in faculty research, this finding suggests that awareness of these barriers needs to be communicated to the faculty. Additionally, resources and training to increase multicultural competency in our faculty are crucial so that they can create more inclusive classroom cultures and mentoring relationships.

According to the Tufts Senior Survey 2011, there has been a decline since 2007 in terms of whether our graduating seniors who are non-resident alien, Asian, Hispanic or Black or African American would choose Tufts again if given the opportunity to relive their college experience.[iii] Our seniors also reported lower levels than their peers elsewhere of understanding the complexity of social problems, ability to identify moral and ethical issues, and development of global awareness.[iv] Given Tufts' self-identification as an institution that prioritizes international and global awareness, this raises concerns.

The most distressing finding with respect to academics is the fact that first-generation, low-income, and historically underrepresented minority students still encounter obstacles to academic achievement in comparison with their White peers. Data on academic achievement gathered at the request of the UWG suggest that policy interventions and programs currently in place at the university are inadequate. It is important, however, to underscore that studies show that racial and ethnic disparities in college completion and achievement are not exclusive to Tufts but are national problems.[v]

Despite the challenges, the UWG is encouraged that having gathered these data, the senior administration is committed to finding answers, developing new strategies and implementing new programs to address the disparities. The university must strive to enhance programs to support all our students but especially first-generation, low income, and historically underrepresented minorities and otherwise marginalized students so that they may be empowered and attain the norms of social capital essential for accessing the full array of opportunities and so that they may achieve their full potential academically, as members of our community and of the global world beyond Tufts.

Findings and Recommendations

Campus Climate, Community Values, and Communications

Tufts is not immune to the climate issues in our society, particularly as these relate to historically marginalized individuals and groups, but Tufts has an opportunity and a responsibility to address these issues on our campus. Furthermore, campus climate is the responsibility of all members of the community: students, faculty, staff, and administrators.

Findings:

- Data gathered indicate that students from historically marginalized groups disproportionately experience marginalization in and outside of the classroom and also experience incidents of bias on our campus. At Tufts, as elsewhere in higher education, these groups as well as the administrative offices and academic units that focus on diversity, identity and social justice are often charged with perpetuating self-segregation. The data, however, indicate otherwise: LGBTQ students and students of color at Tufts are actually more likely than their heterosexual and white peers to engage in interactions across racial/ethnic groups and social classes.[vi]
- Units and offices that focus on diversity, identity, and social justice provide space for cross-group interaction as well as make a positive difference for students in terms of diversity, climate, and inclusion at Tufts.[vii]
- Historically, communication about issues of diversity and inclusion has not been systematic with respect to either existing initiatives or incidents of discrimination, bias or sexual assault. Administration decision-making and procedural, structural and programmatic changes have been perceived as insufficiently transparent.

Recommendation:

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

- A focus on engaging students from historically privileged and historically marginalized backgrounds alike around issues of diversity and inclusion will serve to address and shift campus climate, while preparing all of our students to be global citizens.
- The UWG recommends that the university reframe the conversation about diversity and inclusion to engage all members of a community in the consideration of the multiple identities we each have and how the intersections of these identities relate to power, privilege, and oppression both locally and globally. See Appendix C: Undergraduate Student Experience Implementation Recommendations for more information.

Curriculum and Academic Support

The curriculum must serve as a key focal point for any plan that addresses diversity in our academic community. The university should continue working actively to ensure that differential high school experiences do not put us at risk of a two-tier system of academic achievement. We must create venues and mechanisms for faculty members and departments to explore and exchange ideas and experiences regarding different aspects of diversity and how these affect the curriculum, the classroom and campus life.

Findings:

- In response to the COFHE 2012 Senior Survey, Tufts' graduating seniors, and especially males, reported lower levels than their peers elsewhere of understanding of social problems, ability to identify moral and ethical issues, and development of global awareness.[viii] See also Findings and Recommendations: Faculty.
- At the Diversity Luncheon held for graduating seniors in May 2012 and attended by approximately 100 students, the curriculum emerged as a topic. While over 20% of participants identified a curricular experience focused in some way on social justice as one that had been a positive in their experience of diversity while at Tufts, close to one quarter felt the need for some formalized way to address diversity in the curriculum.[ix] This dovetails with one of the key points made in the T10

Strategic Plan: that, "We consider cultural competency, fluent interactions with different people and perspectives, to be an essential component of higher education in the 21st century. In terms of basic preparation, personal experience with navigating issues of diversity, and exposure to different cultures and contexts, are increasingly important for all students…."

- While 53% of White students at Tufts participate in Study Abroad, only 30% of Black/African American students do so; while these rates of participation exceed those at peer schools, the university must ensure that all barriers to participation are understood and addressed. For example, 32% of Black/African American students report forgoing study abroad due to financial reasons.[x]
- The Retention Report from 2012 shows a significantly lower six-year graduation rate for historically underrepresented students (Black/African American: 84.1%, Hispanic 82.7%) than Asian (94.4%) and White (94.2% students).
- The academic success of students from historically underrepresented minorities, and especially Black/African American and Hispanic students, is a source of concern nationwide across college and university campuses. The Teagle Report of 2006 is one of many that illustrates that racial and ethnic disparities in college achievement and completion are not exclusive to Tufts but are national problems.[xi]

Recommendation:

The Tufts curriculum should reflect the university's commitment to scholarship, open, respectful dialogue and active citizenship. We recommend a review of the curriculum with focused attention to this commitment to ensure it meets the needs of students in a changing world and educational community.

- We recommend a multi-pronged and multidisciplinary approach to supporting a common curricular experience during the first year that promotes mentored dialogue, scholarly engagement and practice on issues of diversity, inclusion and social justice.
- An array of courses that incorporate such an approach would prepare our graduates to be educated, engaged citizens. Faculty will need support and guidance in developing more inclusive pedagogical methods and developing new content within their fields related to diversity inclusion and social justice. See also Findings and Recommendations: Faculty.
- While a small percentage of students already engage in dialogue and action around issues of social justice, incorporating reflection and action into the curriculum more widely would make this an important component of every Tufts student's education. See also Appendix C: Undergraduate Student Experience Implementation Recommendations.
- As new learning technologies are explored, including distance learning programs, attention must be given to ensure that all students have the skills and tools required to access these technologies and resources equally.
- The university should gather and synthesize data on achievement in order to implement and optimize structures to support all our students, including assessing whether current interventions have been effective.
- We see opportunities to make further progress, both financial and administrative, in increasing access to foreign study opportunities for all students.

Faculty-Student Mentoring

Student interactions with faculty members are one area in which disparities between the experiences of different groups of students are quite evident. These can include critical experiences such as microaggressions in the classroom.[xii] Students also report unequal opportunities to participate in research (whether on a research project or as an independent study), and varying overall comfort levels with faculty members.[xiii] We must train the faculty to model the values of the university to our community. More information can be found the "Faculty" sections of this report.

Findings:

- Although disparate experiences in a given area (e.g., participating in research with a faculty member) may not be evident for all ethnic minorities or otherwise marginalized individuals, patterns suggest that Black/African American and Hispanic students experience disparities in the most areas. Put in the broader context of comparison to peer schools, underrepresented minority students at Tufts were the

least satisfied with opportunities to participate in research, and least satisfied with the availability of faculty members outside of the classroom.[xiv]

- Focus group data from multiple Tufts sources point to classroom-based problems with addressing or supporting diversity; insufficient training of faculty members to promote effective pre-major advising and overall mentoring; insufficient knowledge/appreciation of power dynamics between faculty members and students; and students feeling silenced, inside and beyond the classroom, by racist/sexist comments or other forms of discriminatory behavior. See also Findings and Recommendations: Faculty.
- Students have also expressed, consistently, a desire for more proactive engagement and response from the administration and leadership from above on these issues.[xv]

Recommendation:

Increase faculty and staff awareness and understanding of issues of diversity and inclusion through professional development programs.

- Make a greater effort to instill an understanding in the faculty as to how the presence or absence of inclusion and equity impact the lives of all our students, not just in terms of campus climate and co-curricular activities, but also in terms of the classroom dynamic and the curriculum.
- Provide training opportunities for faculty members and incentives for participation in curricular development and co-curricular programming that foster diversity, inclusion, and empowerment.

Access and Equity in Financial Aid

Tufts has made significant progress in increasing financial aid resources and the administration should be commended for this strong commitment, especially given the challenging economic climate. Following President Monaco's announcement that Tufts would launch a financial aid initiative to raise $25 million in scholarship funds for students across the university over the next two years, as of December 2013, $22 million, with $13 million of that designated for undergraduate students, had already been raised as part of this initiative.

Despite an already strong commitment to matriculate, support and retain students with financial need to Tufts, along with new increases in targeted fundraising activities to support financial aid, additional resources are needed to allow the university to address issues of access and equity that may prevent students from participating in the full Tufts experience.

Findings:

- Developing a more robust financial aid budget would enable the recruitment, matriculation and retention of students from historically underrepresented backgrounds, but additional financial resources are needed to develop the structures and programs to ensure a successful transition, full participation, and success for these students and for the rest of the student population.
- 54% of Black/African American students report working for pay during their first year at Tufts, while only 25% of White students work during this time.[xvi] While these students are working, they may be losing the opportunity to participate in important educational opportunities outside of the classroom, including unpaid internships, co-curricular activities and community engagement.
- 82% of Black/African American and 51% of Hispanic seniors at Tufts report having borrowed substantially to pay for their undergraduate education, compared with 40% of white students.
- 32% of Black/African American students report forgoing study abroad due to financial reasons.[xvii]

Recommendation:

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

- Recruiting students from racially/ethnically and socioeconomically diverse backgrounds is only the first step in addressing issues of diversity, climate and inclusion on our campus. In order to thrive academically and socially, these students must also have access to ongoing programmatic support services and in some cases financial resources beyond tuition, room, board, and fees to help them attain the norms of social capital. The university must strive to empower all students to access all

elements of the Tufts experience. It is also crucial that programs implemented or designed to support our students be regularly assessed for success.

- The Classes of 2011 and 2012 were admitted to Tufts using need-blind admissions practices due to specifically designated gifts made to the corresponding capital campaign. While there was never an official need-blind admissions policy at Tufts, and therefore no policy change for the Class of 2013 and beyond, the financial crisis made these need-blind practices unfeasible to continue after the 2008 admissions cycle.[xviii] While achieving need-blind admissions may not be a realistic goal, the university must strive to more closely match its peer institutions by increasing the level of financial aid for students.

Co-Curricular Experience

It is fundamental to the future development of both Tufts as an institution and its students that *all* undergraduates are able to fully navigate and become part of the Tufts community. Diversity *is* quality. Members of historically marginalized groups help shape the philosophy, mission, and culture of any institution or organization, and their interactions with faculty members and students help mold individual perspectives and foster intellectual curiosity. Our common goal should not only be to create a compositionally diverse community, but also to support all members of that community, especially our students, so that they can thrive at Tufts.

Findings:

- Demographic data on the undergraduate student population show that Tufts has plateaued in terms of enrolling students from historically underrepresented minority groups. Certainly Tufts faces competition in attracting these students but this also suggests a need to address the university's appeal for these students. As noted by the T10 Student Experience Working Group, obstacles to attaining a high-quality, unified student experience remain.[xix] A key area of concern is the continuing need to further enhance purposeful features of the co-curricular experience in particular.
- Presently, first-generation, low-income, and historically underrepresented and otherwise marginalized students report experiencing disparities across a wide range of areas, from having to shoulder the responsibility for creating an inclusive campus climate, to experiencing emotional distress that distracts them from their academic mission, to barriers to the full array of resources as a result of financial constraints or a diminished sense of empowerment and social capital.[xx]
- Through fall semester 2012, the AS&E Diversity Fund provided resources for faculty members, staff, and students to propose and develop ad-hoc programming that fostered diversity on campus. The fund was an important resource for encouraging such programming.

Recommendation:

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

- The university must strive to create a purposeful undergraduate experience from admission to matriculation through graduation. The creation of an intentional co-curricular experience that nurtures acceptance of diverse ideological viewpoints, socio-economic status, racial/ethnic make-up, religious beliefs, sexual orientation and equity, empowerment, and resilience must be prioritized. The undergraduate experience must include deliberate, structured opportunities for engagement across differences within the university community, as well as opportunities for personal development. Such an intentional co-curricular experience must be designed to engage students from both historically privileged and historically marginalized communities.
- Undergraduate students should live together in a purposeful community specifically dedicated to their academic adjustment and successful transition to Tufts University. We believe it is critical to understand the roles played by both Greek Life and Athletics in that purposeful community.
- Assess funding structure for purposeful programming around relevant topics planned by faculty members, staff, and students; revitalize and restructure the Diversity Fund to optimize the intellectual coherence of funded programs with the goal of shifting programming from diversity and difference to programs that engage more concretely with social justice frameworks.

Findings and Recommendations: Graduate and Professional Student Experience

Context

Tufts University has a longstanding commitment to diversity and inclusion. Despite this commitment, there is a consensus that more can be done to increase student body diversity among Tufts' graduate and professional schools. Overall, Tufts is on the low end among peer institutions in the percentage of Black or African American and Hispanic students in its graduate and first-professional degree programs. (See Appendix I and NCES Peer Institution Data and NCES Peer Institution Data and Graphs for more information). The working group on the Graduate and Professional Student Experience (GPWG) has been examining Tufts' accomplishments and developing recommendations for strategies to enhance diversity and inclusion among its graduate and professional student community.

A significant accomplishment of the Council on Diversity was the first climate survey ever administered to all graduate and professional students at Tufts. This survey provided a comprehensive perspective not available from the climate surveys administered in individual schools. (The survey is hereafter referred to as the Graduate Climate Survey.) The results of that survey form the basis for the findings presented in this section. The survey had a response rate of 28.4% (N=1,404 out of 4,950), and the distribution of respondents by gender and school was representative of Tufts University. The survey questions can be found in Appendix I.

Findings and Recommendations

Recruitment and Retention

While Tufts' graduate and professional schools receive levels of applications from diverse populations of students comparable to their peers, the matriculation rates are lower than expected. Individual schools have identified a variety of reasons for their yield.

It does not appear that every individual program and school sets diversity as a goal with performance that is assessed on a regular basis. As a result, performance across the university is very uneven. For example, at the Sackler School, three programs (Immunology, MSTP, and Microbiology) have succeeded in diverse recruitment and retention for many years. It is probably not a coincidence that NIH T32 Training Grants support these three more successful programs, since obtaining and retaining NIH funding requires success in diverse student recruitment and retention. In another example, the Department of Urban and Environmental Policy and Planning in the School of Arts and Sciences instituted a recruitment initiative, the Neighborhood Fellows Program, involving tuition remission for professional practitioners of color in its Master of Public Policy program. Since 2006 more than 37 of these practical visionaries, mostly Black, Latino, and Asian, have been recruited and graduated, and continue to work with current graduate students in a range of community settings. Many other Tufts programs, however rarely recruit diverse students and have poor matriculation rates and weak graduation rates.

The diversity of our faculty and staff are key elements that help inform the vibrancy of our community at Tufts. This diversity climate, in turn, can aid or hinder our efforts to recruit, teach, mentor, and graduate a diverse student body. Given the central role faculty and staff diversity plays in the graduate and professional students' community, the GPWG considered strategies for ensuring that Tufts attracts and retains a vibrant and diverse group of faculty members and staff. More information can be found in the "Faculty" and "Staff" sections of this report.

Findings:

- Tufts representation at the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) and the Annual Biomedical Research Conference for Minority Students (ABRCMS) has been limited to representatives from the Health Sciences Campus. To ensure a strong diversity process, schools and departments must reach out regularly through visits to campuses, and through attendance at large recruiting fairs and other gatherings. These visits will not only identify recruits for the future, but also serve as channels of information and access to best practices in furthering diversity. Further, schools and departments should be tracking promising potential graduate students and fellows from diverse populations and reaching out so that they feel they will be welcomed to the Tufts community years before they enter the job market.
- Mentoring of faculty members with respect to diversity is discussed more fully below, but those involved in student recruitment must be appropriately trained. For instance, many Sackler School admissions committee members at the program level have never received training with respect to diverse student populations, have never had their implicit assumptions tested and never studied which parameters are the best predictors of success in graduate school.
- Tufts does have a number of recruitment resources worth highlighting. The GPWG was particularly impressed by collaboration across Tufts around graduate recruitment promoted by the Office of the Provost, which launched the Graduate and Professional Student Admissions Recruitment Committee (GAPSARC) in 2004 to promote graduate diversity initiatives university-wide. GAPSARC is a university-wide committee of administrators and faculty members actively involved in the recruitment of graduate and professional students from under-represented groups, chaired by the Associate Director of Graduate Diversity Programs.
- GAPSARC allows graduate schools to share resources and develop best practices for the benefit of the individual schools. The Office of the Provost provides funds and administrative support for joint initiatives to facilitate individual schools' recruiting efforts, not to replace or supersede them. It is up to each school to utilize the resources provided by GAPSARC to the school's benefit.
- The biennial Prospective Graduate Student Days sponsored by GAPSARC showcase Tufts' graduate schools to academically vetted prospective students from traditionally underrepresented groups as well as first-generation students and students from economically disadvantaged backgrounds. The participants are vetted primarily through pre-graduate preparatory programs such as the Leadership Alliance and the McNair Scholars Program, although applications are accepted from students not associated with these types of programs.
- The Prospective Graduate Student Days allow the graduate and professional schools to provide a more comprehensive, targeted and concentrated recruiting experience on all of Tufts' campuses. Over a two-day period prospective students participate in departmental events, financial aid presentations and information sessions. The Provost's Office augments this experience through sponsored activities including a reception, campus tours, and an informational lunch. Individually, the graduate schools develop activities where students have opportunities to network with current graduate students and faculty members from various departments and to learn about funding, housing, campus climate, and living in the greater Boston area. To date, over 225 diverse students have attended.
- Tufts University is a consortium member of The Leadership Alliance, a successful recruitment model that systematically mentors talented, underrepresented, and underserved individuals at all stages of the higher education pipeline into positions in academia and the public and private sectors, offering support at each step of the academic pathway.
- The cost of a Tufts education appears to be a significant factor in recruitment results for professional and non-doctoral programs. In particular, the types and amount of financial assistance Tufts is able to extend to qualified applicants, in comparison to aid packages they are able to receive elsewhere, contributes to our low matriculation rate.
- An additional financial burden that extends to graduate and professional education is the cost of applying (application fees, visiting Tufts for interviews or a second look, etc.). The GPWG found wide variation among graduate programs with regards to strategies to minimize these barriers. For instance, some but not all of Tufts' graduate and professional schools provide application fee waivers for applicants from economically disadvantaged backgrounds. See Appendix I for more information. Other strategies include travel grants for admitted students from diverse backgrounds who are in the decision process, as at The Fletcher School.

Recommendation:

Eliminate barriers to application and increase rates of matriculation.

- Each program should aim to eliminate barriers in the application process, including the financial barriers associated with applying for admission.
- Schools and programs should increase efforts to enhance rates of matriculation at Tufts. One key step towards this is increasing scholarship funds to enhance our ability to offer competitive financial aid packages to accepted students. We also need to explore other means of reducing student indebtedness, including expanding our loan repayment assistance program for graduates in public sector and not-for-profit employment, educating students about external funding sources to which they may apply and educating students about alternative ways of financing graduate and professional school education, such as the National Health Services Corps.
- Each school and graduate program should ensure it has an administrative structure in place to promote student retention, advancement, and support. The GPWG believes that careful monitoring of indicators of students' success, including graduation rates, years to completion of degree programs, and number of authored publications, should occur as a matter of course for every graduate program. Analysis of the data for any trends that may highlight students who might benefit from more intensive support will ensure that all students who matriculate at Tufts enjoy the same chances of success.
- If Tufts intends to increase the diversity of its student population, it will need to have a diverse faculty. We cannot expect students to feel comfortable and at home if they do not find their own identities reflected in the composition of the faculty.

Student Pipeline Development

Pipeline programs—programs that provide academic enrichment, mentored research internship, etc. for pre-professional and pre-graduate students—are widely seen as an effective strategy for expanding the applicant pool. Many of these programs target students from educationally and economically disadvantaged backgrounds. For these students, participation in such a program may determine whether they are ready or not to attend graduate and professional schools. Thus, pipeline programs have the potential to increase the diversity of the applicant pool. Tufts University already boasts a wide range of pipeline programs, targeting students at various levels of the educational system; we should capitalize on these initiatives.

Findings:

- The Sackler School has a summer research opportunity for college students, Building Diversity in Biomedical Sciences (BDBS). Students participating in the BDBS program are sophomores and juniors who wish to acquire research experience prior to applying to PhD or MD/PhD degree programs. Students are paired with faculty mentors on the Boston campus, where they spend the summer engaged in research, as well as workshops aimed at increasing the students' skills for applying to graduate school.
- The Post-baccalaureate Research Education Policy (PREP) program of the Sackler School provides a mentored research experience for recent college graduates who wish to strengthen their candidacy for acceptance to a biomedical research PhD program.
- The Masters of Biomedical Science (MBS) program at the medical school offers recent college graduates an opportunity to strengthen their candidacy as applicants to medical school.
- The Fletcher School has participated successfully in a number of pipeline programs for students interested in graduate studies in international affairs or public policy.
- As noted previously under Recruitment and Retention, Tufts participates in The Leadership Alliance, another successful pipeline model. Within this 32-institution consortium, Tufts has the unique distinction of having two separate Summer Research Early Identification Programs (SR-EIP). The STEM, Humanities, and Social Science program resides on the Medford campus and the Biomedical Sciences program resides on the Boston campus. Currently, three former Leadership Alliance Medford site alumni are currently enrolled in graduate programs at Tufts University. The SR-EIP also has a cohort for Humanities and Social Science students known as The Leadership Alliance Mellon Initiative (LAMI) on the Medford/Somerville campus where students in the humanities and social sciences also participate in summer research. While disciplines in the Graduate School of Arts and Sciences have historically hosted students for the LAMI program, in 2013 the Fletcher School of Law and Diplomacy hosted its first Leadership Alliance students.

Recommendation:

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. Such monitoring will provide a number of benefits including allowing us to monitor students for their successful entry into graduate and/or professional degree programs, providing the opportunity to highlight success, share best practices within and outside the Tufts community, and providing the critical data we need in order to convince funding sources to sustain funding for these programs.

Quality of the Educational Experience

Tufts graduate and professional students are generally happy with their educational experience. Exit interviews and surveys, such as the AS&E Exit Survey and the AAMC graduation questionnaire for graduating medical students, all report a high level of satisfaction among students with their Tufts education. The levels of satisfaction reported in these surveys remain high when results are analyzed by gender or race. The findings presented in this section are based on the results of the Graduate Climate Survey.

Findings:

- In the climate survey administered to all Tufts students by the GPWG, respondents were asked to rate a series of statements regarding their satisfaction with academic advising. Tables in Appendix I show the results. Overall, close to 75% of students agreed or strongly agreed that their schools had met their specific academic needs. Students from the LGBTQ community expressed the greatest satisfaction with their academic advising experience.
- Although the level of satisfaction with the quality of the educational experience at Tufts is high, there is room for improvement both in achieving greater student satisfaction and in acquiring data consistently across all graduate and professional schools at Tufts, including data on other dimensions of diversity besides gender and race. In addition, there is room for improvement when it comes to curricular offerings relating to cross-cultural education, including topics relating to under-served communities, cultural competency education and racial and ethnic variations in health, education and social determinants of health. The Food Justice Curriculum inventory developed by JEFF, a student group at the Friedman School, provides one example.

Recommendation:

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

- Tufts should capitalize on its increasing diversity by promoting a diverse and inclusive learning community where students are supported to explore issues of diversity personally and learn from each other's different backgrounds as part of their Tufts experience.
- Tufts should increase the awareness and understanding of issues of diversity and inclusion in faculty and staff through training that instills an understanding in the faculty as to how inclusion and equity, or the lack thereof, impact the lives of students in terms of campus climate, the classroom dynamic, the curriculum, and co-curricular activities.
- Provide training opportunities for faculty members and incentives to participate in curricular and co-curricular programming that fosters diversity, inclusion, and empowerment.
- To ensure that it is equipping students with skills that ensure success in a culturally diverse community within and beyond Tufts, these skills should be included as learning objectives in discipline- and program-specific outcomes assessment programs.
- Efforts to increase faculty diversity must be intensified in order to attract a more diverse student population.

Student Support and Networks

The data in this section are drawn from the results of the Graduate Climate Survey.

Findings:

- In the survey (Appendix I), mentoring was addressed separately from formal academic advising to obtain a more complete picture on where and how students seek guidance. The survey instrument defined a mentor as "a more senior person within student's training environment with a sustained on-going relationship with the student. A mentor promotes professional development by discussing student's goals, needs, weaknesses and accomplishments." The survey results show that the number of students with a mentor ranges from roughly 45% to 60%, depending on the student group being considered, which suggests that there is room for improvement.
- The fraction of graduate and professional students with mentees was found to be very low. Encouraging students to become mentors is essential not only to enhance their educational experience, but also to nurture the academic environment university-wide. When asked who their mentees are, the majority of answers were "another student" or "an undergraduate student."
- Most students regardless of background indicated they felt comfortable interacting with students at their school. This is not the case, however, when interacting with students at other Tufts schools. Forty-three percent of graduate and professional students felt Tufts' climate is comfortable for them to interact with students outside their school, while 19% reported the climate is not comfortable to interact with student outside their school (38% replied "somewhat comfortable"). These percentages do not fluctuate much when the data is analyzed through the lenses of gender, race/ethnicity, sexual orientation, or socioeconomic status; however, 38% of students with disabilities felt the climate was comfortable, and 43% felt the climate was somewhat comfortable. Students from Cummings, Friedman, and GSAS found it least comfortable to interact with students from other Tufts schools. This suggests that improving the climate at Tufts is needed to encourage these interactions.
- While there is a wide array of student services and resources at Tufts, such as career development services and writing clinics, the knowledge of these resources is not ubiquitous. It is apparent from the survey results and general feedback that students are often not aware of these services and resources. For example, a large portion (41.9%) of the students who indicated they had never accessed career planning or professional development resources stated that they were "not aware [they were] available."
- Of those students reporting having a disability, 52.6% answered "no" when asked if they had "self-identified to a person in the university that [they] were a person with [disability]." An overwhelming majority of students (73.4%) indicating disabilities have not requested accommodations for their disability. However, 80.5% of those that have requested accommodations were satisfied with them.
- Through the Associate Director of Graduate Diversity Programs, the Provost's Office has implemented several programs that help address the needs of graduate students of color and help those interested in diversity build a sense of community across the campuses. Activities include the following:
    - The Provost's Diversity Reception, which takes place each semester and is open to all graduate students, brings together diverse graduate students from across the campuses in a social and networking atmosphere. It has become a much-anticipated event among graduate students, and attendance has increased each year.
    - Closely associated with the Provost's Diversity Reception is the Multi Ethnic Graduate Alliance (MEGA), founded in 2009 to involve graduate students from across the campuses in diverse recruiting strategies, social events, and assisting with summer research. MEGA students frequently work with local recruiting and the mentoring of Leadership Alliance students.

Recommendation:

Increase mentoring opportunities and review other student support services.

- Increase school-specific mentoring opportunities for graduate and professional students, implement approaches to encourage graduate and professional students to become mentors, enhance awareness of the importance of mentoring relationships, and provide graduate and professional students with the skills to become effective mentors: The student experience may be greatly enriched through mentoring. Based on the survey results, only half of the student body has a mentor. This number needs to increase for student groups of all backgrounds.

- Develop student mentoring programs where graduate and professional students have the opportunity to become mentors to their peers, undergraduate students, or high school students, and establish school-specific systems that enhance peer support. These programs would benefit from a connection with pipeline development programs.
- Develop strategies to disseminate information about student support services to ensure that students are aware of the roles of student services and the availability of these resources. Ensure that information is explicit when resources are school-specific.
- Evaluate the merits of establishing university-wide student support services, and establish effective modes of communication and dissemination of university-wide resources and events: If school-specific resources do not have the capacity to cater to students from other schools, the university should consider establishing or expanding those resources on a university-wide scale.
- The university should be attentive to the ways that issues of work-life balance can affect the quality of the Tufts experience for graduate and professional students as well as faculty and staff, particularly as they may impact the success of students from diverse populations and non-traditional backgrounds.

Beyond Graduation: Career Support and Advancement Services

The working group learned that there are a number of resources at Tufts aimed at equipping students with the skills they need to embark upon their career journey beyond Tufts. However, these resources are rarely available to graduate and professional students outside the specific school where they are offered. Such skills development resources include, but are not limited to, negotiation skills workshops at The Fletcher School, the Graduate Institute for Teaching at the Graduate School of Arts and Sciences, and workshops on conflict resolution in the Graduate School of Arts and Sciences and at Fletcher.

Findings:

- Currently, there is significant variation in the scope and scale of career development services offered by different graduate and professional schools at Tufts. The working group recognizes that some variation may appropriately reflect the varying needs of students and graduates in different fields.
- The Graduate Climate Survey results indicate that professional and graduate students have an overall usage rate for career services of less than 50%. This may reflect inconsistent services between schools, lack of services, and communication. The schools vary widely in their support: Some do not have a single staff member dedicated solely to career services. This inconsistency creates confusion among students who view themselves as students of Tufts University and therefore do not understand why they cannot use other schools' career services—especially given the collaborative and interdisciplinary nature of Tufts.
- The Survey results suggest that faculty members and mentors play an important role in career advising. It is important, therefore, to ensure that all students have access to early and effective mentoring. We strongly recommend that all faculty members who serve in mentoring roles for students be provided with the opportunity for faculty development and acquire skills necessary to be successful mentors. This will minimize variations in the quality of mentoring. There should also be an evaluation process that allows for the identification of deficient mentoring and appropriate intervention. At the same time, exemplary mentors should be recognized by the institution.

Recommendation:

Review Career Services across school and offer a common core of services.

- We recommend a comprehensive review across schools to ensure that all graduate and professional students have access to and receive the same caliber, depth, and variety of career services, including a common core of services that transcend differences between schools and programs, in addition to services specific to particular disciplines and schools.
- Tufts needs to have a uniform university-wide mechanism to capture and analyze long-term outcomes for its students. Without this it is impossible to assess the effectiveness of our practice.

Community Engagement and Partnership

Community engagement is a vital resource for strengthening diversity and inclusion in Tufts' graduate education with an impact on society. Community engagement contributes powerfully to the success of all students, whatever their backgrounds, with respect to recruitment, retention, research innovation and learning outcomes.

Findings

- For some students, especially those from diverse backgrounds, community engagement may be a welcome source of validation and connection to a larger, familiar community.
- For others, community engagement exposes them to socio-economic and other disparities connected to their graduate focus.
- For all students, community engagement provides the opportunity to identify research questions, direct experience with underserved populations, and a structured context for learning about community issues. In this way, graduate and professional students gain new approaches and cultural competencies to work more effectively with classmates, potential clients, and broader society—a key civic learning outcome for all Tufts students.
- Community partners greatly value the higher-level expertise and professionalism that Tufts graduate and professional students bring to their partnerships.
- Most important, campus-community networks provide support for graduate students' success and increase their ability to have an impact on society.

Recommendation:

Develop new and increase existing programs that support community engagement by students.

- All graduate and professional programs should develop programs to effectively support community engagement by graduate students. This could become a key differentiator for Tufts, consistent with its mission and value of having an impact on society.
- Routine graduate student surveys administered by each school should include questions to assess the amount and nature of community engagement graduate students undertake, and its impact on them with respect to diversity and inclusion.

Findings and Recommendations: Faculty

Context

As mentioned in this report's Introduction, the Council on Diversity created three working groups aligned with the undergraduate and graduate and professional student populations and the administrative structure of the university. The Council initially assumed that faculty and staff findings and recommendations would be made under the same umbrella of the Administrative Structures and Policies Working Group (ASPWG). However, as the working groups moved forward, it became evident that there was significant overlap among the three groups with respect to faculty issues. For purposes of clarity, the following section on faculty incorporates input from all three working groups.

Tufts University aims to create a diverse faculty, appropriately reflective of its student body and society at large. Compositional diversity remains an essential foundation for a more inclusive university. At the same time, the university recognizes that compositional diversity is not enough to ensure that the university provides a supportive and welcoming educational environment for a diverse cohort of students. The specific actions of faculty, and the tone they set in the classroom and laboratory, are enormously important in the student experience at both the undergraduate and graduate/professional level.

It should be noted that in cases where recruitment and hiring are being referenced, diversity is defined on the basis of the United States Equal Employment Opportunity Commission (EEOC) categories of national origin found in the university's Affirmative Action Plan (AAP), and not on the definition of diversity employed by the Council. The university uses the AAP to ensure compliance with Affirmative Action as a matter of federal law in the U.S. Thus, "diversity," as well as racial identities and categories of national origin, meet definitions prescribed by Federal Law and the U.S. Census Bureau, and do not necessarily reflect terms or groupings that Tufts might otherwise prefer to use. Employees are not required to disclose their racial identity; therefore the university is limited in terms of the completeness of data collection and data referenced using the term Person of Color (POC) or Faculty of Color (FOC). All those who identify as "non-White" in race categories are referred to as "People of Color" (staff or staff and faculty members) or "Faculty of Color". However, Tufts uses the data as a point of reference especially when comparing the composition of candidates and staff against the census data and labor availability data provided by institutions such as the Department of Labor. (See Appendix G for more detailed discussion.)

Findings and Recommendations

Recruitment and Retention

It has been shown that proactive efforts in recruitment and retention can have a significant impact on the university's racial, ethnic, and gender composition. Existing data and benchmarks can be used to identify areas where progress has been made. If Tufts is to advance its diversity agenda it will need to have a diverse faculty. We cannot expect students to feel comfortable and at home if they do not find their own identities reflected in the composition of the faculty.

Findings:

- As an Affirmative Action employer, Tufts is required by law to file a yearly Affirmative Action Plan (AAP). The AAP is based on US census data, updated every 10 years. The most recent available census was done in 2010 and serves as the basis for the 2013-2014 AAP. Census data do not take into account issues such as location, desirability of employer, or competition for talent within specific marketplaces. The AAP does, however, provide a benchmark for comparison with similarly situated peer institutions and provides milestones for tracking and measuring our efforts in areas such as candidate pool diversity, and diversity of Tufts' employee population versus the census data (which indicate broader

labor availability). The AAP provides detailed information on the availability of labor for specific categories of positions based on census data, internal movement (promotions, transfers, and turnover rates), and areas of possible adverse impact relative to hiring and promotion rates.

- The AAP is required to include faculty; while the AAP is regionally based, however, faculty recruitment often reflects a nationally competitive market of outstanding candidates, with significant variations across the potential applicant pool and various disciplines.
- Across the university, the majority of full-time faculty members (all professor ranks, instructors, and lecturers) identify as white, and only slight increases have been achieved since 2009. Less than 20% identify themselves as FOC. Additionally, faculty members have reported they are hesitant to identify themselves as diverse across other categories such as LGBT, which compounds the university's ability and comprehend the broader implications of diversity when faculty members are unwilling or not supported to acknowledge their own diversity.
- Examination of the demographic profile of current the Tufts faculty suggests improvement is needed before we achieve diversity at the faculty level that is reflective of the student body and community served (see Appendix J). Each school faces specific and unique challenges in attracting faculty members, which may include a lack of pipeline, decrease in students entering certain fields such as those in the STEM areas, and declines in NIH funding.
- There is considerable variation in faculty diversity across Tufts' various Schools. The A&S full-time faculty, for example, is comprised of 23% FOC and 43.4% women. The FOC percentages remain stable when part-time faculty members are included. However, women represent fully 62% of the part-time faculty.[xxi] The Fletcher School, on the other hand employs less than 15% FOC (n=59). Women comprise only 27% of Fletcher's full-time faculty and less than 1% of those are FOC.[xxii]
- For many years faculty search procedures have included oversight by the deans and resources to help departments build a diverse pool of applicants. Over the last five years deans have taken an even more active role in encouraging diversity and enforcing consistent quality standards through the closer monitoring of statistics, framing of job advertisements, outreach mechanisms, and meetings with search committees to agree on search strategies that will increase the diversity of the pool. Despite concerted efforts, more work still needs to be done.
- In the School of Arts and Sciences (A&S), the faculty recruitment process is centralized and monitored by the Associate Dean of Faculty Affairs for A&S&E. Although there are no formal hiring goals in place, the monitoring of recruiting and hiring activity has led to a 200% increase in the number of diverse faculty hires from 2010 to 2012. Schools without a formal and centralized faculty recruitment process have less success in hiring a diverse faculty.
- Some recent examples of effective recruitment efforts leading to increased diversity among the candidate pool include the search for the Associate Dean of Academic Affairs and the Chair of the Periodontics Department at the dental school. In both searches the interview committee was asked to present at least three candidates to the Dean with at least one candidate being a POC and/or a female. Both search committees utilized both formal and informal sourcing channels including posting the position description in academic journals, on the Tufts Alumni website and to the membership of professional organizations. Each committee identified and interviewed between 10 and 13 candidates, whose compositional makeup was approximately 30% diverse across racial and gender lines. In both cases the resulting hires were racially diverse and in the case of the chair of Periodontics, an African American female was hired.
- The work of the Task Force on Work-Life Balance in the Schools of Arts and Sciences and Engineering has highlighted the importance of issues of work-life balance to successful faculty careers. Such issues are often especially salient for women faculty.

Recommendation:

Increase the diversity of the faculty to be more representative of increasing diversity in the student population.

- In addition to institutional support and oversight, local governance is critical to achieving success in faculty recruitment. Each school should commit to assigning a senior designee, reporting directly to a dean, to develop an action plan to monitor faculty hiring processes to ensure attention to diversity goals.
- Each school should develop explicit and quantifiable goals for faculty composition, to be reviewed regularly. Deans and department chairs should be expected to achieve these goals, just as deans are

currently accountable for meeting their critical benchmarks of success. The relevant demographic benchmarks need to be determined at least nationally, if not internationally.
- Schools need to develop more competitive and compelling recruitment strategies which encourage and support diverse faculty to join the university, including initiatives to promote work-life balance.
- The university should explore opportunities to strengthen informal mentoring and build community for faculty from diverse background by building on existing affinity-group models.

Involvement in Student Recruitment

Faculty members often serve as mentors, particularly in the graduate and professional schools' pipeline and enrichment programs. As such, they are involved in student recruitment via these programs, and commonly as a service to the community.

Findings

- As noted with respect to the graduate and professional student experience, Tufts is a member of the Leadership Alliance, a successful pipeline model that systematically mentors talented, underrepresented, and underserved individuals at all stages of the higher education pipeline into positions in academia, the public, and private sectors, offering support at each step of the academic pathway. The Summer Research Early Identification Programs offered under its auspices at Tufts offer undergraduates the opportunity to work under the guidance of a faculty mentor to gain knowledge and training in research.
- The work of the Leadership Alliance has shown the potential of pipeline programs featuring faculty mentorship to make significant contributions to the development of a competitive and diverse workforce.

Recommendation:

Recognize and reward faculty who participate in student recruitment activities that enhance diversity.

- Faculty members who serve as mentors in such pipeline and enrichment programs should receive recognition and reward as serving in important ways to Tufts to fulfill its mission of expanding access to education, increasing diversity, and contributing to the community.

Mentoring and Professional Development

As mentioned in the "Undergraduate Student Experience" section, student interactions with faculty members are one area in which the challenges of full inclusion are evident. Students report experiences that include microaggressions in the classroom, unequal opportunities to participate in research, and varying overall comfort levels with faculty members. Tufts must train its faculty to model the values of the university to our community in order to build stronger mentoring relationships with all students. The Tufts mission statement adopted in 1994 articulates a commitment to diversity as well as academic excellence and active citizenship, but inclusion has not often been seen as a core commitment for faculty. The 2010 HERI Faculty Survey noted that there was a need for Tufts to do more to support a culture of flexibility, diversity; the survey responses in some cases noted the need specifically to create programs that would foster a more inclusive and forward-looking work environment.

Findings

- The Working Group on the Undergraduate Student Experience found that focus group data from multiple Tufts sources point to classroom-based problems with addressing or supporting diversity; insufficient training of faculty members to promote effective pre-major advising and overall mentoring; insufficient knowledge/appreciation of power dynamics between faculty members and students; and students feeling silenced, inside and beyond the classroom, by racist/sexist comments or other forms of discriminatory behavior. See also Findings and Recommendations: Undergraduate Student Experience.
- In the climate survey administered to graduate and professional students, mentoring was addressed separately from formal academic advising to obtain a more complete picture on where and how students seek guidance. The survey instrument defined a mentor as "a more senior person within student's training environment with a sustained on-going relationship with the student. A mentor

promotes professional development by discussing the student's goals, needs, weaknesses and accomplishments." The survey results (Appendix I) show that the number of students with a mentor ranges from roughly 45% to 60%, depending on the student group being considered, which suggests that there is room for improvement.

- Tufts currently offers professional development and training in the areas of mentoring, cultural competency, managing diversity, and promoting inclusion on an ad hoc basis. This training is often provided on a remedial or corrective basis when issues of discrimination or harassment have surfaced among staff, faculty members, and/or students. We have an opportunity to be more proactive.
- A number of current groups and committees offer models for effective efforts to promote diversity and inclusion, including:
    - Informal affinity groups such as the LGBT Caucus on the Medford/Somerville campus comprised of a broad cross section staff and faculty members.
    - Standing Faculty Committees such as the faculty/staff/student Equal Educational Opportunity Committee in AS&E, which addresses issues of diversity, climate, and inclusion; in 2011, the Committee issued an important report with recommendations for action within AS&E. Other AS&E examples include the Committee on Student Life, Undergraduate Admissions and Financial Aid Committee, and Budget and Priorities Committee.
    - Ad hoc committees such as the AS&E Diversity Council, which brings together administrators whose work addresses issues of diversity and inclusion.
    - Information-sharing groups such as the AS&E Feedback Group, which is comprised of non-exempt staff and could serve as a model for other groups that promote communication, information sharing, and connection between faculty members, staff, and students.
- In forums sponsored by the Council's Working Group on the Undergraduate Student Experience, undergraduate students have indicated that many faculty members and staff do not necessarily possess the skills needed to engage effectively with the issues of diversity and identity raised by the university's current student body.
- Although Tufts has a "Working with One Another" Policy, no set of formal standards exists for fostering and enhancing diversity, including how to increase productivity and promote a sense of community.
- Currently, there are no regular requirements or incentives for faculty to participate in trainings related to diversity unless they are for "remedial/corrective" purposes.
- Tufts School of Dental Medicine (TUSDM) has incorporated a new cultural competency curriculum that focuses on cultural competence as a core skill to be taught to students, staff, and faculty members as part of the dental education experience.
- The Center for the Enhancement of Learning and Teaching (CELT) offers training for faculty members. The Provost's Office coordinates the Academic Leadership Development (ALD) program provides faculty leaders (e.g., academic deans, department chairs, program directors, etc.) with the tools and skills necessary to navigate the myriad issues that arise with leadership roles, a need identified by the university-wide Committee on Teaching and Faculty Development and Human Resources Department.
- A best practice to ensure the success and sustainability of diversity and inclusion efforts is to link these efforts clearly to performance and professional development and advancement including tenure and promotion.
- Tufts has in place a variety of existing internal recognition mechanisms, ranging from the university-wide Tufts Distinction Awards to faculty awards in the various Schools such as the Multicultural Service Award presented by the Equal Educational Opportunity Committee in AS&E.

Recommendation:

Increase the awareness and understanding of issues of diversity and inclusion in faculty through professional development programs and the creation of communities of practice and learning.

- Tufts should increase the awareness and understanding of issues of diversity and inclusion in faculty through professional development activities that instill an understanding in the faculty as to how inclusion and equity, or the lack thereof, impact the lives of students in terms of campus climate, the classroom dynamic, the curriculum, and co-curricular activities.
- The University should assess the feasibility of developing mechanisms to recognize and reward faculty who devoted significant effort to advancing diversity and inclusion, particularly through student mentorship, pedagogy, and pipeline programming.

- The transition of new faculty members to Tufts should include an inclusive orientation program and specific training with respect to issues of diversity and climate. Additional appropriate professional development should be provided when faculty members are promoted or given new major leadership roles.
- The university should standardize a protocol for tracking faculty activities related to diversity and inclusion efforts, linking them to tenure and promotion criteria.
- Develop and foster the sharing of best practices and experiences by forming communities of learning and practices on these topics. These practices can then be woven into faculty meetings and trainings.
- Create more linkages to current training opportunities being offered by CELT and within specific areas that have more evolved content and resources related to diversity and inclusion.
- Incorporate training with respect to issues of diversity and inclusion as core requirements for all management and leadership programs.

Infusing Diversity in the Curriculum

The Working Group on the Undergraduate Student experience concluded that the curriculum must serve as a key focal point for any plan that addresses diversity in our academic community. We must create venues and mechanisms for faculty members and departments to explore and exchange ideas and experiences regarding different aspects of diversity and how these affect the curriculum, the classroom, and campus life.

Findings:

- In response to the COFHE 2012 Senior Survey, Tufts' graduating seniors, and especially males, report lower levels than their peers elsewhere of understanding of social problems, ability to identify moral and ethical issues, and development of global awareness.[xxiii] See also Findings and Recommendations: Undergraduate Student Experience.
- At the Diversity Luncheon held for graduating seniors in May 2012 and attended by approximately 100 students, the curriculum emerged as a topic. While over 20% of participants identified a curricular experience focused in some way on social justice as one that had been a positive in their experience of diversity while at Tufts, close to one quarter felt the need for some formalized way to address diversity in the curriculum.[xxiv] This dovetails with one of the key points made in the T10 Strategic Plan: that, "We consider cultural competency, fluent interactions with different people and perspectives, to be an essential component of higher education in the 21st century. In terms of basic preparation, personal experience with navigating issues of diversity, and exposure to different cultures and contexts, are increasingly important for all students…." See also Findings and Recommendations: Undergraduate Student Experience.

Recommendation:

Review the curriculum in the context of diversity, inclusion and social justice.

- Rather than add a diversity requirement into the undergraduate curriculum that would ultimately reduce the issue to one item on a checklist of pre-existing courses, the Working Group instead recommends a multi-pronged and multidisciplinary approach to supporting a common curricular experience during the first year through the integration of issues of diversity, inclusion and social justice into a variety of coursework, including proactive discussions about how diversity relates to students and how they relate to diversity locally, nationally, and globally. See also Findings and Recommendations: Undergraduate Student Experience.
- When students leave Tufts they should take part in an evaluation process in which they self-assess their learning and evaluate the educational processes. This should include specific elements of our diversity practice. The evaluation process should allow us to learn which elements of our practice succeed in providing the educational experiences we desire and which need to be replaced or improved. The evaluation process should allow student responses to be aggregated within schools and individual responses made anonymous to the faculty.

Findings and Recommendations: Staff

Context

Tufts aims to create a diverse staff, appropriately reflective of its student body and society at large. Compositional diversity remains an essential foundation for a more inclusive university. At the same time, the university has long recognized that compositional diversity alone will not ensure that staff find Tufts a welcoming institution or ensure that they support most effectively the work of a diverse student body and faculty.

As in the previous section regarding faculty, where staff recruitment and hiring are being referenced, diversity is defined on the basis of the United States Equal Employment Opportunity Commission (EEOC) categories of national origin found in the university's Affirmative Action Plan (AAP), and not on the definition of diversity adopted by the Council. The university uses the AAP to ensure compliance with Affirmative Action as a matter of federal law in the U.S. Thus, "diversity," as well as racial identities and categories of national origin meet definitions prescribed by Federal Law and the U.S. Census Bureau, and do not necessarily reflect terms or groupings that Tufts might otherwise prefer to use. Employees are not required to disclose their racial identity; therefore the university is limited in terms of the completeness of data collection and data referenced using the term Person of Color (POC) or Faculty of Color (FOC). Those who identify as "non-White" in race categories are referred to as "People of Color" (staff or staff and faculty) or "Faculty of Color". However, Tufts uses the data as a point of reference especially when comparing the composition of candidates and staff against the census data and labor availability data provided by institutions such as the Department of Labor. (See Appendix G for more detailed discussion.)

Findings and Recommendations

Recruitment, Hiring, and Promotion

Proactive efforts in recruitment and retention have been shown to have significant impact on the university's racial, ethnic, and gender composition. Tufts has opportunities to use existing data and benchmarks to identify areas where progress has been notably successful.

As an affirmative action employer, Tufts is required by law to file a yearly Affirmative Action Plan (AAP). The AAP is based on U.S. census data, updated every 10 years. The most recent available census was done in 2010 and serves as the basis for the 2013-2014 AAP. Census data do not take into account issues such as location, desirability of employer, or competition for talent within specific marketplaces. The AAP does, however, provide a benchmark for comparison with similarly situated peer institutions and provides milestones for tracking and measuring our efforts in areas such as the diversity of our candidate pool and our employee population versus the census data, which indicate broader labor availability. The AAP provides detailed information on the availability of labor for specific categories of positions based on census data, internal movement (promotions, transfers, and turnover rates), and areas of possible adverse impact relative to hiring and promotion rates.

Findings:

- There is considerable variation in the demographics of the staff population across Tufts' three Massachusetts campuses.
- The Medford/Somerville campus staff population is comprised of 6% People of Color (POC), yet the surrounding labor market, as noted in the 2011-2012 AAP, is comprised of over 13% POC.[xxv]
- The Boston campus employs 29% POC and approximately 60% white females.
- The Grafton campus staff population is comprised of 9% POC; limited public transportation inhibits candidates from outside the immediate area from applying if they do not have their own transportation.

- The AAP and other reports have been readily available for review, but they do not appear to be used in hiring or management decisions or as metrics for assessment of hiring managers throughout the institution. The university does not have a policy governing their use for such purposes, nor have they been widely distributed or utilized. Thus, Tufts is missing an opportunity to use the AAP in setting goals and metrics for hiring and promotion rates for specific job categories.
- Affirmative Action Officers (AAOs) were originally intended to be school-level designees who would educate and monitor recruiting activity, ensuring efforts were made to balance processes and identify and interview diverse pools of candidates. The AAOs were supposed to monitor the recruitment of all staff (though not faculty) positions. Since there is no requirement that AAOs be directly involved in the recruitment and hiring processes, they are generally only asked to approve a hire at the end of the hiring process—long past the moment for effective oversight or possible intervention. Furthermore, given the lack of data collection and analysis in regards to hiring practices, there have been few available metrics that might have facilitated stronger, more effective oversight of hiring practices even if AAOs had been more involved. Thus having AAOs in place without the proper access to information and metrics has not been effective and has given the illusion that the university is monitoring and addressing issues of lack of diversity in the recruitment process, when that is in fact not the case.

Recommendation:

Develop recruitment pipelines and new strategies for outreach and retention to address systemic under-representation of specific groups within the staff.

- In addition to institutional support and oversight, local governance is critical to achieving success in recruitment. Each school should commit to assigning a senior designee, reporting directly to a dean, to develop an action plan to monitor diversity hiring processes within the school.
- We should coordinate efforts to build bench strength across the university by identifying and cultivating promising candidates, both internal and external, prior to openings.
- Human Resources needs to ensure that hiring managers are educated in effective interviewing. The relevant training and orientation must include cultural and diversity components geared to ensuring that hiring managers are equipped to conduct interviews with minimal bias. Additionally, Human Resources needs to monitor and proactively address lack of diversity in candidate pools in partnership with the hiring department.
- Develop internal "mobility" metrics that monitor and track not only retention but also internal mobility including transfers and promotions.
- Develop an instructional approach to talent management and succession planning. Identify and monitor compositional diversity within "feeder" positions which lead to management positions.
- Continue to explore opportunities to promote work-life balance that have the potential to strengthen the attractiveness of Tufts as an employer to diverse staff.

Campus Climate

The Tufts vision statement adopted in 1994 articulated a commitment to diversity as well as academic excellence and active citizenship, but intentional efforts to develop a climate of inclusion for staff have been limited. The 2011-2012 At-Work Employee Survey noted that there was a need for Tufts to do more to support a culture of flexibility and diversity; in some cases, the survey responses noted the need specifically to create programs that would foster a more inclusive and forward-looking work environment.

Findings

- The following themes emerged from open focus group discussions organized by the Council's Working Group on Administrative Structures and Policies:
    - The "Tufts culture" is undefined.
    - There is little sense of community among staff, who are not part of the faculty community.
    - There are silos that segment staff, students, and faculty members.
    - The university's definition of diversity should go beyond demographics and address social and behavioral issues of social justice and inclusion, particularly among staff who work in student affairs and services divisions.

    - Previous efforts to advance diversity and inclusion at Tufts were seen as unsuccessful in part because of inadequate transparency and a lack of communication regarding progress and efforts. Without a reporting mechanism, some people assumed no progress was being made.
- A number of current groups and committees offer models for effective efforts to promote diversity and inclusion for members of the staff community, including:
    - Informal affinity groups such as the LGBT Caucus on the Medford/Somerville campus comprised of a broad cross section staff and faculty members.
    - Information-sharing groups such as the AS&E Feedback Group, which is comprised of non-exempt staff and could serve as a model for other groups that promote communication, information sharing, and connection between faculty members, staff, and students.
- Additional models exist for effective staff participation in efforts to advance diversity and inclusion within the university community more broadly:
    - Standing Faculty Committees such as the faculty/staff/student Equal Educational Opportunity Committee in AS&E, which addresses issues of diversity, climate, and inclusion; in 2011, the Committee issued an important report with recommendations for action within AS&E. Other AS&E examples include the Committee on Student Life, Undergraduate Admissions and Financial Aid Committee, and Budget and Priorities Committee.
    - Ad hoc committees such as the AS&E Diversity Council, which brings together administrators whose work addresses issues of diversity and inclusion.
- Undergraduate students have indicated in forums sponsored by the Undergraduate Student Experience Working Group of the Diversity Council that staff as well as faculty sometimes do not possess the skills needed to engage effectively with the issues of diversity and identity raised by the university's current student body.

Recommendation:

Articulate the meaning of diversity and include it as a core value in Tufts' mission and vision.

- Identify structural models that enhance and promote diversity and Inclusion including affinity groups and communities of learning.
- We should continue efforts to better understand and define what "diversity" means to the Tufts community. A clearer definition of what is meant by "diversity" better positions Tufts to foster diversity by taking stock of what defines its culture, and what language, values, standards of conduct, and expectations can be shared across the institution.
- We must continue to examine the place of diversity and inclusion in central and local mission, vision, and values statements to provide a basis for proactive efforts to put our values into practice.
- We should seek to create an environment at Tufts where being inclusive in both one's thinking and approach is valued, important, and rewarded.

Professional Development and Training

Tufts currently offers professional development and training in the areas of mentoring, cultural competency, managing diversity, and promoting inclusion primarily on an ad hoc basis. Often these trainings are done on a "remedial/corrective basis" when issues of discrimination or harassment have surfaced. We have an opportunity to be more proactive.

Findings:

- Although Tufts has a written "Working with One Another" Policy, there is no set of formal standards for fostering and enhancing diversity, including how to increase productivity and promote a sense of community.
- Currently, there is no requirement or incentive to take diversity-related trainings unless they are being implemented for remedial or corrective purposes.
- The School of Dental Medicine has incorporated a new cultural competency curriculum that focuses on cultural competence as a core skill to be taught to students, staff, and faculty members as part of the dental education experience.
- The GPWG identified that a best practice to ensure the success and sustainability of diversity and inclusion efforts is to clearly link these efforts to performance, professional development, and

advancement. Staff promotion requires completion of a compensation review form. The form could be modified to request evidence of the employee's commitment to diversity and inclusion as an essential criterion for potential promotion.

- Tufts has in place internal recognition programs, such as the Tufts Distinction Awards, that can provide an opportunity to honor and celebrate contributions to diversity and inclusive excellence.

Recommendation:

Increase staff competency in diversity and inclusion issues through training and professional development.

- Increase the visibility through systematic and proactive communication of the "Working with One Another" policy, which establishes uniform guidelines to promote a work and educational environment that fosters respect and inclusion.
- Expand existing performance incentives and award programs, and develop ones as appropriate, in order to recognize outstanding, innovative, and transformative initiatives advancing diversity and inclusion, including mentorship.
- Ensure that hiring managers search committees are trained for new diversity and inclusion hiring practices and workplace policies.

Concluding Remarks and Next Steps

The Council is grateful to everyone who has contributed to its work and looks forward to an ongoing community conversation concerning diversity and inclusion at Tufts.

Given the research, discourse and hard work that has led to the development of these recommendations, Tufts is now poised better than ever before to fulfill the promise of its fundamental aspirations regarding issues of diversity and inclusion. The past year-and-a-half has been deeply informative: we are now equipped with the knowledge to match our conviction that the furthest and highest reaches of a university's excellence in the pursuit of knowledge can only be made possible by an actionable commitment to embracing and nurturing a communal sense of the reality and importance of diversity and inclusion. In the coming years Tufts stands to augment its natural resources and capacities for fostering a healthy and productive university community that finds strength in its diversity, and that possesses the concrete tools to translate this vision into a reality.

Continuing to advance diversity and inclusion at Tufts will depend on the sustained involvement of contributors from across the university, and so it is the Council's sincere hope that this report may serve not only as an advisory document for the central administration, schools, and divisions, but also as a call to action for the entire community to remain engaged in the important ongoing work of making Tufts the best that it possibly can be. For the goal of full and equal empowerment that is at the root of our institutional commitment to diversity and inclusion also entails a shared sense of responsibility, so let this report stand as a first step in that collective work, that it may enable us to proceed further than ever before.

Appendix A:
Council on Diversity Information

Scope of Work

Tufts University has a long history of commitment to diversity and inclusion. As the university vision statement adopted by the Board of Trustees in 1994 says, "We value a diverse community of women and men of different races, religions, geographic origins, socioeconomic backgrounds, sexual orientations, personal characteristics, and interests--where differences are understood and respected." While we can be proud of significant accomplishment in meeting this commitment, we also know that there is more to be done. We believe it is important to renew our institutional commitment, review our accomplishments to date, and define specific goals to create at Tufts a more fully diverse and effectively inclusive academic community, which will advance excellence in teaching and research and strengthen the university's positive impact on society.

The Council on Diversity at Tufts will focus on advancing diversity and inclusion through our administrative structures and policies and in the experiences of our undergraduate, graduate, and professional students. This will require concerted attention to how the university can best recruit and retain a truly diverse community of students, faculty members, and staff, in light of the importance of critical mass as well as inclusive attitudes; how it can support their academic and professional success; how it can teach skills and encourage attitudes that support effective interactions with diverse communities inside and outside the university; and how it sets expectations for members of the Tufts community.

The Council will take a broad view of the possible dimensions of diversity under consideration. Depending on the specific topics at issue, they may include but not be limited to race and ethnicity, gender, age, sexual orientation and gender identity or expression, physical ability, religion, geographic origin and language background, or socioeconomic status.

Guiding Questions

The Council will develop strategic recommendations with respect to central questions including the following:

- Administrative Structures and Policies
    - What role should diversity play in a future revision of the university's formal mission statement?
    - How can attention to diversity and inclusion and the work of this Council be most effectively integrated into university-wide strategic planning?
    - What would be the optimal balance and relationship, in a decentralized academic environment, between central administrative support for diversity initiatives, and school and divisional offices and programs?
    - How can the university most effectively strengthen its recruitment, retention, and professional advancement of a diverse community of faculty and staff?
    - How can the university foster in its faculty and staff the multicultural competence needed to teach and work effectively in a diverse academic community and as representatives of Tufts in diverse local, national, and global communities outside the university?
    - How can the university foster accountability among faculty and staff for advancing its commitment to diversity and inclusion?
- Undergraduate Student Experience
    - How can the university most effectively strengthen the recruitment, retention, and academic success of a diverse community of undergraduates?
    - How can the university ensure that all its undergraduates have equal access to the full array of educational and co-curricular opportunities available to Tufts students?
    - How can the university best support undergraduates' multiple personal identities in the context of a diverse residential academic community?

    - How can the university foster in its undergraduates the multicultural competence needed to interact successfully with peers, faculty, and staff in a diverse academic community?
    - How can the university prepare its undergraduates with the skills and resources to engage effectively with diverse local, national, and global communities outside the university during their time as students?
    - How can the university foster in its undergraduates, from the time they join the Tufts community, the skills they will need to be effective and engaged participants in diverse communities throughout their lives?
- Graduate and Professional Student Experience
    - How can the university most effectively strengthen the recruitment, retention, and academic success of a diverse community of graduate and professional students?
    - How can the university foster in its graduate and professional students the multicultural competence needed to interact successfully with peers, faculty, and staff in diverse academic and professional sectors?
    - How can the university prepare its graduate and professional students with the skills and resources to engage effectively with diverse local, national, and global communities outside the university during their time as students?
    - How can the university foster in its graduate and professional students, from the time they join the Tufts community, the skills they will need to be effective and engaged scholars, practitioners, and professionals in diverse communities throughout their lives?
    - What opportunities does the university have to help address systemic pipeline issues in graduate and professional education, acting alone or in concert with other institutions?

To assist in formulating its recommendations, the Council established working groups—on administrative structures and policies, the undergraduate student experience, and the graduate and professional student experience—to propose draft recommendations to the full Council for consideration. These working groups included additional members of the university community—faculty members, students, and staff—who brought additional perspectives and expertise to bear in the development of specific recommendations. The Council and working groups reviewed past assessments and recommendations regarding diversity and inclusion at Tufts; progress to date; current programmatic activity; and relevant comparative experience and examples.

The Council's recommendations were informed by an awareness of current and anticipated academic initiatives at Tufts relevant to diversity and inclusion, which are proceeding under the direction of the faculty.

The Council will solicit community input on draft recommendations before presenting its final recommendations.

Council Working Process

President Monaco publicly launched the Council in March 2012. The Council was chaired by the President, with Dean of the School of Arts and Sciences Joanne Berger-Sweeney as Vice Chair, and its membership included students, faculty members, and staff as well as two members of the Board of Trustees. To assist in formulating its recommendations, the Council established three working groups, which were asked to propose specific recommendations to the full Council for consideration. The working groups were focused on:

- Administrative structures and policies;
- The undergraduate student experience; and
- The graduate and professional student experience.

The working groups included additional members of the university community who have brought additional perspectives and expertise to bear in the development of the recommendations.

The Undergraduate Student Experience Working Group held at least nine focus groups with stakeholders from across the university concerning the undergraduate experience, including undergraduate students in AS&E; graduating seniors; the Academic Resource Center; Health and Wellness Services; offices of Career Services, Alumni Relations, Campus Life, Greek Life, Admissions, and Financial Aid; Associate Deans of Undergraduate Education; the Chaplaincy and Hillel; Alumni leaders; and the AS&E Diversity Council. These focus groups

covered relevant issues including but not limited to: creating dialogue between diverse groups; invisibility of particular underrepresented groups; difficulties with integration of international students; inter-religious life and relations with secular life on campus; socioeconomic barriers of entry to certain social, academic and co-curricular activities; disability and handicap accessibility; cost of living; academic and curricular diversity consciousness and resource allocations; global vs. domestic diversity; sexual violence; pre-professional training for diversity-relevant skill-sets; counseling, mentorship and advising issues; engagement and leadership of alumni from diverse groups; use of career services by different groups; admissions decisions and financial aid; and pipeline programs and recruitment.

The Administrative Structures and Policies Working Group conducted several focus groups, reaching over 200 faculty members and staff on the Medford/Somerville, Boston, and Grafton campuses, with the goal of gathering qualitative data and establishing themes among faculty members and staff from across the university. Those who attended were asked questions about: a Chief Diversity Officer; best practices with regard to diversity; needs regarding mentoring, professional development, diversity awareness, and climate; training to support and promote cultural competence; community-building across diverse groups; barriers to entry in various fields/departments; administrative transparency and accountability; work/life balance; racial diversity in leadership; data collection; human resources policies/procedures, including recruitment and retention; different models of university-wide diversity administration and incentive structures; communicating support of diversity as part of Tufts' values and mission; and opportunities for diversity-related enrichment programs across the institution; and the climate survey. The Working Group reviewed the historical compositional diversity of Tufts' faculty and staff and results of surveys regarding their experiences and needs, such as the Excellence at Work staff project and the Higher Education Research Institute (HERI) Faculty Survey.

The Graduate and Professional Student Experience Working Group assessed results of focus groups and a university-wide diversity and inclusion climate survey, as well as recruitment, admissions, and academic progress data. Its recommendations are built on those results, and address recruitment, retention, and academic success; financing education; mentoring; the impact of faculty diversity and cultural competence; research and curriculum connections; and skills for success in a diverse workplace.

The Council and working groups reviewed past assessments and recommendations regarding diversity and inclusion at Tufts; progress to date; current programmatic activity; and relevant comparative experience and examples. The Council is particularly grateful to the Office of Institutional Research and Evaluation for its invaluable support. The Council and working groups also reached out to students, faculty members, and staff for input through a variety of forums.

In December 2012, the Council submitted a progress report on its work to the T10 Core Committees. In April 2013, it released for community comment a progress report and preliminary recommendations in regards to the Undergraduate Student Experience, while continuing to conduct qualitative and quantitative research, identify best practices within and outside Tufts, and develop preliminary recommendations for community comment. The Council released a full draft report for community comment in September 2013.

Council and Working Group Members and Collaborators

***Member of Council on Diversity**
ASPWG –Administrative Structures and Policies Working Group
GPWG –Graduate and Professional Student Experience Working Group
UWG –Undergraduate Student Experience Working Group

*Chair **
Anthony P. Monaco
President

*Vice Chair**
Joanne Berger-Sweeney
Dean
School of Arts and Sciences

Carol Baffi-Dugan (UWG*)
Associate Dean, Undergraduate Education
Schools of Arts and Sciences and Engineering

John Barker (GPWG*) (UWG*)
Dean, Undergraduate and Graduate Studies
Schools of Arts and Sciences and Engineering

Lynn Cooper (UWG)
Catholic Chaplain

Yvette Dalton-McCoy (GPWG)
Associate Director
Graduate Diversity Programs

Carlota Dao (GPWG*)
Ph.D. candidate
Friedman School Nutrition and Science Policy

Margery Davies (UWG)
Associate Dean of Faculty Affairs
Schools of Arts and Sciences and Engineering

Jacqueline Dejean (ASPWG*)
Associate Director, Research Affairs
School of Arts and Sciences

Luis Del Castillo (GPWG*)
Clinical Assistant Professor
Tufts University School of Dental Medicine

Jeannie Diefenderfer (*)
Trustee

My Doan (GPWG)
Associate Director, Career Services
The Fletcher School of Law and Diplomacy

Susan Fuller-DeAmato (ASPWG)
Asst. Dir. Community Relations

Genesis Garcia, A15 (UWG)

Steph Gauchel (UWG)
Director, Women's Center

Robin Glover (ASPWG)
Associate Dean – PHPD
Tufts University School of Medicine

Jose Garcia-Lopez (GPWG*)
Associate Professor
Cummings School of Veterinary Medicine

Soha Hassoun (UWG*)
Associate Professor, Computer Science
School of Engineering

Darien Headen, A15 (UWG)

Stacey Herman (GPWG)
Associate Dean, Student Affairs
Friedman School

James Jennings (GPWG*)
Professor, Urban/Environmental Policy & Planning,
School of Arts and Sciences

Robert Kasberg, Jr. (ASPWG*)
Assoc. Dean, Admission & Student Affairs
Tufts University School of Dental Medicine

Patti Klos (ASPWG*)
Director, Dining and Business Services
Operations Division

Shirley Mark (GPWG)
Program Manager
Tisch College of Citizenship and Public Service
Nirupa Matthan (ASPWG*)
Scientist, Cardiovascular Lab
HNRCA

Katrina Moore (ASPWG)
Director, Africana Center and ISIP

Sinaia Nathanson (GPWG*)
Senior Lecturer, Psychology, School of Arts and Sciences; Associate Dean, Graduate School of Arts and Sciences; Director, Graduate Resources & Development Center

Robin Olinsky (UWG)
Associate Director
Academic Resource Center

Ellen Pinderhughes (UWG*)
Associate Professor, Child Development
School of Arts and Sciences

Karen Richardson (UWG)
Associate Director, Admissions

Joyce Sackey (Chair, GPWG*)
Dean, Multicultural Affairs/Global Health
School of Medicine

Janice Savin-Williams (*)
Trustee

Diane Souvaine (GPWG*)
Vice Provost for Research

Jeffrey Taliaferro (ASPWG*)
Associate Professor, Political Science
School of Arts and Sciences

Sabrina Williams (Chair, ASPWG*)
Director
Human Resources – Boston and Grafton

Henry Wortis (GPWG*)
Professor and Chair, Pathology
Sackler School of Graduate Biomedical Sciences

Adriana Zavala (Chair, UWG*)
Associate Professor, Art and Art History
School of Arts and Sciences

Travis Brown (UWG*)
Former Program Manager – STEM
School of Engineering

Julius (Jay) Dodd, A14 (UWG*)

Corey W. Mason, E14 (UWG*)

Rachel Szyman (UWG*)
Former Program Coordinator
Tisch College

Peter Uvin (ASPWG*)
Former Academic Dean
The Fletcher School of Law and Diplomacy

Jessica Wilson, A14 (UWG*)

Collaborators
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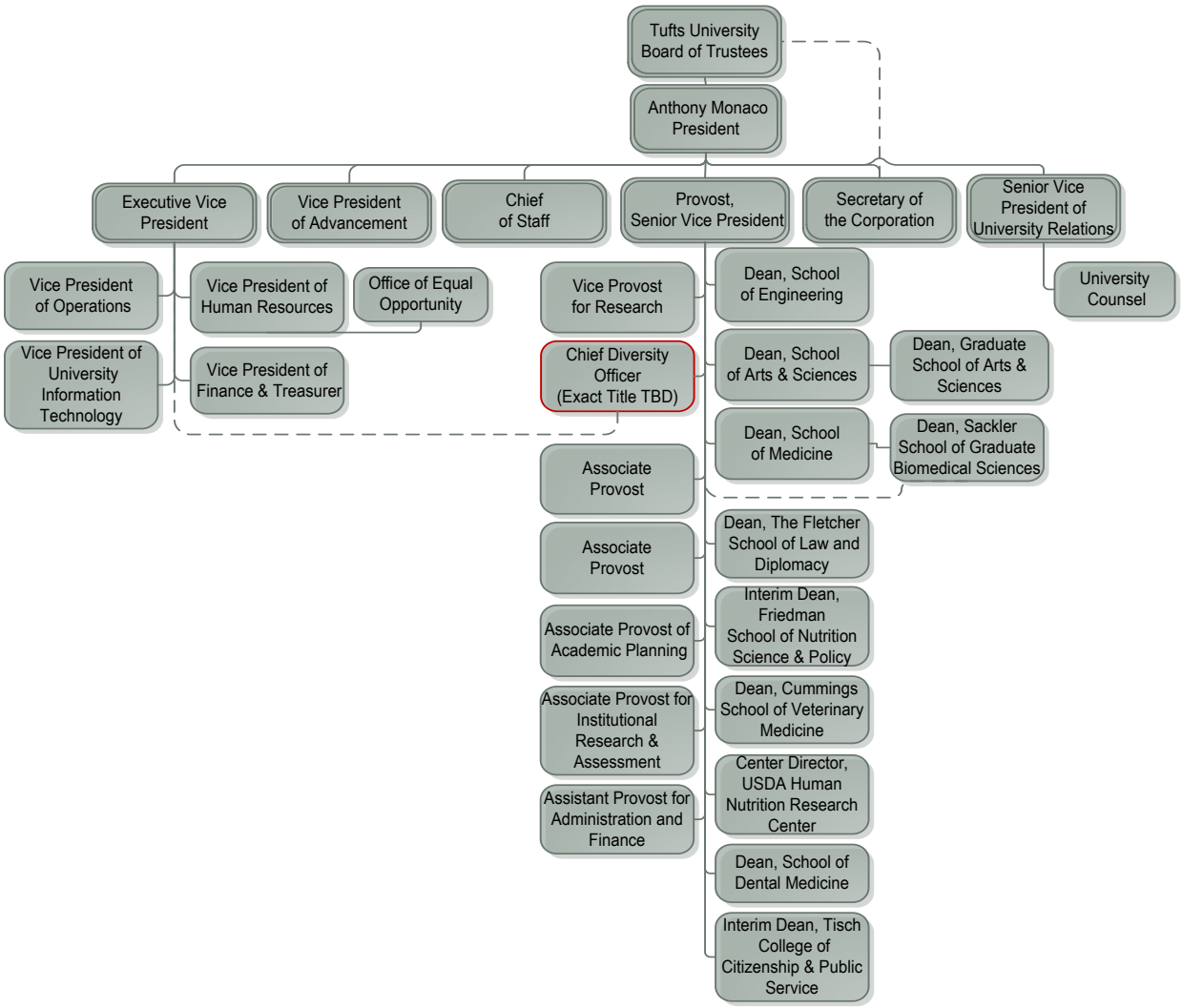
Especially important has been the tireless work of the staff of the Office of Institutional Research and Evaluation under the leadership of Dawn Terkla. Their commitment to this effort, at a time when the office was also coordinating Tufts' evaluation for continued institutional accreditation, has been exemplary.

Appendix B:
Proposed Chief Diversity Officer Reporting Structure



Appendix C:
Undergraduate Student Experience Implementation Recommendations

The work of the Council on Diversity and its working groups, in addition to developing overarching recommendations, identified more specific recommendations based on their findings for programmatic and implementation. These recommendations need to be further analyzed and prioritized by the next iteration of the Council and under the purview of the Chief Diversity Officer and other faculty, staff, and administrators at the school and department level.

Campus Climate, Community Values, and Communications

Recommendation:

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

- The UWG recommends that the university reframe the conversation from one of diversity to one of social justice. While diversity often focuses on composition and the marginalized members of a community with the aim of celebrating difference, social justice engages all members of a community in the consideration of the multiple identities we each have and how the intersections of these identities relate to power, privilege, and oppression both locally and globally.
- Along with a shift toward social justice and inclusion, the university, through the CDO and an ongoing Diversity Council, must strive to further understand the issues faced by historically underrepresented students and other members of our community who have ongoing experiences of bias and exclusion.
- The university should develop a statement of Community Values that clearly communicates our expectations for all members of our community.
- The university should establish an ongoing proactive and deliberative series of dialogues from the top down that affirm and communicate our values as an institution to both current and incoming members of our community. These should be designed to bring students, faculty, staff, alumni, and administrators together for community building and dialogue on campus climate issues.
- In regard to campus climate issues and bias incidents on campus, the response protocol must be transparent, timely, and reviewed annually for effectiveness.
- The UWG recommends that data be gathered on existing curricular and co-curricular offices and programs within AS&E that address campus climate issues, identity development, social justice, and/or equity, inclusion, and bias—such as the Group of Six, the Social Justice Leadership Initiative (SJLI), and Intercultural and Social Identities Programs (ISIP)—so that their strengths and weaknesses may be better assessed. This data can be used to develop benchmarks and best practices to support their work with the groups they focus on serving, as well as their work to foster greater cross-group interaction. Based on data and assessment, offices and programs that support historically marginalized students may benefit from resources to enhance the impact of their efforts.[xxvi]
- With the arrival of the new Dean of Tisch College, members of the newly constituted Diversity Council should meet with administrators at Tisch College to review the College's definition and implementation of Active Citizenship. The university should strive to ensure that active citizenship and social justice are defined, articulated and advanced in ways that support the university's values statement regarding Social Justice, and relevant programming of Tisch College should also be examined so ensure consistency of initiatives and working definitions.
- Develop orientation/first and second-year experience programming to include topics on intersectional and multiple-personal identities, social justice and equity specific to campus climate issues.
- Continue to offer the SJLI training workshops that teach cohorts of student leaders to define and analyze power, privilege, and oppression operating at various individual, institutional, and cultural levels, as well as how to address and be peer leaders on issues of racism, homophobia, sexism, classism, and other social inequalities in their organizations and on campus. Currently SJLI training is mandatory for some peer

leaders on campus but all student leaders should be incentivized to join SJLI training workshops. The program should be assessed and considered as a model for training all student leaders and optimized to enhance impact of efforts.[xxvii]

- The university should support lectureships and forums on key topics/themes, with coordinated ongoing programming at all levels of the university.
- Reconsider having staff or faculty advisors for student groups/clubs to engage faculty and staff, as well as mentor students around issues of inclusion and equity; develop and provide protocol for advisors around campus climate issues.
- Response to the Senior Diversity Luncheons in May 2012 and 2013 was overwhelmingly positive. The UWG recommends the creation of semi-annual dinners focused on particular cohorts of students, with faculty members, staff, and alumni, to discuss pertinent issues and with the goal of assessing climate in an ongoing manner.

Curriculum for the 21st Century

Recommendation:

Review the curriculum with focused attention to issues of diversity and inclusion to ensure it meets the needs of students in a changing world and educational community.

- As the university moves forward in thinking about curricular review and reform, a pedagogical focus on difference, inclusion, social justice and global awareness must be a goal. Faculty members, departments and programs should be incentivized and rewarded for shaping curriculum within their disciplines that also engage these issues. Feedback from Seniors in 2013 included the recommendation that departments develop courses within the majors that address diversity and/or social justice as they pertain to the field. See also Faculty Implementation Recommendations.
- The university should work to expand study abroad opportunities for students whose participation rates have been below the Tufts' average, including doing necessary outreach to families of first-generation, low-income, and historically underrepresented minority students to ensure that they understand the value of the study abroad experience. Additional aid should be made available to cover the "hidden costs" of the study abroad experience.
- Study abroad as a mode of cross-cultural education could be better optimized with some additional resource allocation. For example, a half-credit course preparing and debriefing students would require relatively minimal outlay and would be value added.
- Allowing, and even requiring, students to use an intellectual/academic framework to support and encourage their engagement with active citizenship, diversity, inclusion and social justice would enrich their experiences and provide them with a foundation for a lifetime of contribution. For example, interested faculty and students could collaborate to develop mentored or supervised academic opportunities, outside of available courses, that create a scholarly framework for practice-based engagement with these issues.
- The university should continue to gather data and monitor all gateway courses, especially those in the sciences, to ensure that study groups and peer mentoring are optimized.

Faculty-Student Mentoring

Recommendation:

Increase faculty and staff awareness and understanding of issues of diversity and inclusion through professional development programs.

- Provide incentives and rewards for faculty members to develop and contribute to a curriculum including focus on inclusion, dialogue across differences and attention to the differential experiences of individuals and groups in terms of access to resources and in relation to power, privilege and oppression (i.e., social justice); and to shape research agendas around pertinent issues. See also Faculty Implementation Recommendations.
- Create and foster opportunities for faculty-student mentorship in academic fields and in co-curricular activities. In addition to a direct faculty-undergraduate student mentor model, a multi-layered mentoring model could be fostered wherein faculty members mentor graduate students who mentor undergraduate students.
- Develop systems to ensure that opportunities are equitably distributed among our students by gathering and tracking data on mentoring and research opportunities.

- Ensure that students are aware of the role course evaluations can play in documenting and providing feedback on classroom climate.

Access and Equity in Financial Aid

Recommendation:

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

- The university should develop a more robust program for seeking grant funding through the U.S. Department of Education (e.g., TRIO programs such as McNair Scholars) and other such funding sources in order to increase our participation in programs that fund and support students from disadvantaged backgrounds in accessing academic research and other opportunities.
- Pipeline programs such as BLAST and BEST are successfully improving college access and equity for first-generation and low-income students, but the costs are still significant and resources are limited. Building on the strategies in place to empower such disadvantaged students, the working group recommends the development of a more hands-on approach to help them manage their financial aid.
- Beyond direct financial aid, students need further support to prevent the hidden costs of college (social and educational activities, supplies, study abroad, etc.) from inhibiting their access to a range of opportunities. All students should be encouraged and empowered to request specific funds for specific items (e.g. attending a conference). Offices, such as Study Abroad, should be supported in order to increase their ability to be proactive in directing students to, and helping them complete applications for, outside funding for foreign study. This would increase self-sufficiency for all students, while assisting first-generation and low-income students access the norms essential to academic and professional success.

Co-Curricular Experience

Recommendation:

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

- In order to create a purposeful and unified experience for all undergraduates, the Office of the Dean of Undergraduate and Graduate Students should undertake an assessment and redesign of orientation and transition programming, and advising structures (both pre-major and major) to insure that all students have access to resources for optimal academic achievement and an enriched experience within and beyond the community.
- Student staff in the residences—Resident Assistants (RA) and Academic & Community Engagement Fellows (ACE)[xxviii]—should be trained and empowered to create communities that assist students with their transition to Tufts, increasing their awareness of campus and academic resources, and maximizing student learning. They should be knowledgeable on issues of social justice and building a diverse and inclusive community. Such training should be developed in conjunction with related programs and initiatives on campus such as the Group of Six, Social Justice Leadership Initiative and Peer-leader training, to ensure we are utilizing all of our resources, that we are coordinating efforts, and that we are providing consistency in terms of our goals related to social justice education and leadership development.
- Opportunities for meaningful participation in social activities should be enhanced by providing alternatives to and expanding the inclusiveness of both Greek Life and Athletics; this is especially critical to the first-year experience. Space limitations are currently one obstacle to creating a unified co-curricular experience.
- Student organizations should be incentivized to collaborate in creating programming that reflects our Community Values.
- In order to assure that students are aware of and have full access to the broad array of co-curricular opportunities organized on campus, the university should develop a more robust universal calendar.
- Structures must be put in place to reengage students returning from study abroad in the community, such as programs to train them as peer leaders and to optimize learning opportunities resulting from study abroad experience. Seniors must be similarly engaged so as to bring their time at Tufts to a fruitful conclusion, enable them to serve as campus leaders and set them on the road to success as they leave the university community.
- A program that creates mentoring relationships between graduate students and undergraduates could serve to promote undergraduates' ability to attain social capital, and help them learn to survive and thrive

in academia. In recognition of the limited number of graduate programs at Tufts, the program could be cross-departmental and could serve to encourage undergraduates, especially those from historically marginalized groups, to consider a career in academia; it could also serve to foster the greater integration of graduate students into the community, while providing them professional development opportunities.

- Establish a clearly defined mechanism/protocol to which faculty members, staff and students can apply for funding activities that fall outside the normal cycles/channels; that fosters intersectional programming, community engagement, and that creates a link between curricular and co-curricular programming. Criteria for funding should be strengthened to ensure that funds are used for programming that promotes social justice, equity, inclusion, and competency across differences.

Appendix D:
Graduate and Professional Student Experience Implementation Recommendations

The work of the council on Diversity and its working groups, in addition to developing overarching recommendations, identified more specific recommendations based on their findings for programmatic and implementation. These recommendations need to be further analyzed and prioritized by the next iteration of the Council and under the purview of the Chief Diversity Officer and other faculty, staff, and administrators at the school and department level.

Recruitment and Retention

Recommendation:

Eliminate barriers to application and increase rates of matriculation.

- Each program should aim to eliminate barriers in the application process. This may include providing application fee waivers, offering to cover the cost of travel for candidates of interest for whom traveling to Tufts may pose undue financial hardship, and providing assistance for candidates to identify organizations that may provide funds to defray costs associated with the application process.
- Each program should explore online interviewing technology to help candidates for whom travel is a hardship.
- Each school and graduate program should ensure it has an administrative structure in place to promote student retention, advancement, and support. As an example, the medical school's Office for Student Affairs has put in place a robust mechanism that ensures the early identification of students who may be at risk of failing. The Deans of Students meets with these students to discuss an academic plan. Students who may benefit from formal evaluation by a learning specialist are referred to the learning specialist for the Health Sciences campus. Students who fail more than two courses despite preemptive steps are referred to the Promotions Board. The outcome of deliberations by the Promotions Board may be a detailed plan of action that the student may be required to follow in order to remedy any underlining academic and/or psychological barriers to their academic success.
- Effective mentoring has been identified as a key ingredient for the successful retention and graduation of students. Feedback from students at Tufts and elsewhere has consistently supported this strategy. Early assignment of graduate students to faculty mentors should be part of any retention strategy.
- The GPWG also believes faculty assignments as mentors should be coupled with the provision of faculty orientation and development to ensure that all faculty mentors are aware of best practices and have the skills necessary to engage in the effective mentoring of students.
- We need to utilize the resources of The Leadership Alliance more strategically. For example, the Leadership Alliance recently submitted a grant on behalf of the organization seeking to fund a new way to look at mentoring by incorporating more graduate student involvement. As a consortium member of The Leadership Alliance, Tufts has been named as a preferred partner should the grantor request a full submission. This is another way to involve and train graduate students to not only mentor, but also become more involved with traditionally under-represented students who are doing summer research via the SR-EIP on both the Medford and Boston campuses.

Student Pipeline Development

Recommendation:

Capitalize on the existence of existing excellent pipeline programs.

- We recommend that Tufts expand its efforts to partner with area colleges and K-12 schools in the area with a shared vision of encouraging and supporting students to pursue post-graduate studies. This will serve to increase Tufts' visibility in, and civic engagement within the community.
- Faculty members who serve as mentors in these enrichment programs should receive recognition and reward for serving in important ways to fulfill Tufts' mission of expanding access to education, increasing diversity, and contributing to the community.
- The Tufts University community should consider the establishment of awards in mentoring that seeks to celebrate those faculty members who have consistently served as mentors in pipeline programs and contributed significantly to the successful development of students.

Quality of the Educational Experience

Recommendation:

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

- Tufts teaching faculty should be strongly encouraged to take advantage of faculty development workshops that teach and promote skills and strategies for working with a diverse classroom. The Center for the Enhancement of Learning and Teaching is a resource we would like to highlight in this regard.
- Given the critical role of mentoring to the success of graduate and professional students, those who serve as mentors must receive faculty development and regular feedback to ensure consistent quality is maintained in all spheres of formal mentoring.

Student Support and Networks

Recommendation:

Increase mentoring opportunities and review other student support services.

- Structured mentoring programs, such as the one already in place at the dental school, may be an approach to increase the number of mentoring relationships. School- or program-based encouragement for students, faculty members, and staff to acquire or become mentors may be an additional strategy for increasing mentorship at Tufts. This could partly be achieved by making all students aware of networking events or mentoring programs. Encouraging students to become mentors would greatly enhance the graduate educational experience and professional development services, at the same time benefiting the mentees and establishing an important connection between high school, college and graduate/professional school.
- Mentoring programs could be connected to pipeline development programs, for example as in the Adventures in Veterinary Medicine program at the Cummings School, where anyone from a middle school student to an adult has the opportunity to interact with the school's faculty, staff, and students. Peer mentoring programs should be cognizant of the graduate students' degree requirement and expectations to prevent situations where graduate students become overwhelmed with additional responsibilities such as peer mentoring. Incoming students in each graduate and professional school should be matched based on their background and interests with more senior students. In this way, the incoming class has an additional resource to become oriented as students. This would also be an approach to encourage peer mentoring. Also, offering some type of recognition to the students who work as mentors would encourage junior students to enroll in the program and become mentors themselves.
- Expand opportunities for interaction between students from different schools, and identify and implement alternative ways of student-to-student interactions to overcome geographical separation of the three campuses: Organize more events and initiatives that encourage inter-school interaction. The nature of these events may be social, such as the Provost's Diversity Reception, or professional, such as the Graduate Student Council (GSC) Research Symposium and the Graduate Institute For Teaching (GIFT) program. Such events have the potential of generating productive collaborations and improving the Tufts' climate. The physical distance between campuses provides a challenge to encouraging socialization. This may be overcome through the implementation of web-based opportunities for interaction.

- Develop strategies to disseminate information regarding student support services, especially through improved technological means such as online platforms and electronic information systems, and ensure that students are aware of the roles of student services and that it is clear that these resources are available at all times: Make already existing resources (for example, career development services or the GSC) widely known when available to all students at Tufts. Ensure that information is explicit when resources are school-specific and not available to students from other schools. There are several resources at Tufts that provide professional development and many support groups for students with diverse backgrounds, but students do not necessarily know their function.
- Expand opportunities for interaction among students from different schools, and identify and implement alternative ways of student-to-student interactions to overcome the geographical separation of the three campuses.
- The limited awareness of different initiatives to unify the student body is an obstacle to promote a diverse and inclusive climate at Tufts. Many students are unaware of career development programs. The GSC Research Symposium is a powerful initiative to bring students together as it provides an opportunity for students from all campuses to share their work with each other. Many students outside the Medford/Somerville campus, however, are not aware of it and spaces to present are limited. Perhaps its capacity can be widened to include more students in the future.
- Organize more social and cultural events that become known and easily accessible to all students and faculty members: Organizing university-wide social events is a good approach. Student councils from different schools are already involved in such initiatives and could benefit from additional support. The Provost's Diversity Reception is another example of a way to bring students of all backgrounds together, and more events like this one needed. Sports events or community development programs could also unify the student body and enhance Tufts' climate, while at the same time giving back to the community.
- Organize and promote professional events that are easily accessible to all students: Career development events may be another approach for students to bond, share experiences, and network. For example, a career day where students and Tufts alumni from different schools share their experiences with undergraduate students could be organized. This could additionally create opportunities for mentoring. During these career days, students and alumni may share their challenges in selecting and applying to graduate or professional school, as well as relevant information about their chosen professions.

Beyond Graduation: Career Support and Advancement Services

Recommendation:

Review Career Services across schools and offer a common core of services.

- While there might be some benefit to unifying certain career data and services, given the unique needs of professional and graduate degree programs, there is a need for each school to offer tailored resources to its students.
- We recommend that a career service center include a minimum menu of services to ensure that all graduate and professional students have equal access to the following services:
    - Negotiation skills training
    - Resume and cover letter coaching
    - Mock interviews
    - Job postings/databases for job searches
    - Work/life balance workshops
    - Use of technology in today's job market (i.e. employer info sessions, webinars)
    - Skills training
    - Alumni networking opportunities
    - Exposure to non-traditional tracks (i.e. industry, consulting, non-clinical tracks)

Community Engagement and Partnership

Recommendation:

Develop new and increase existing programs that support community engagement by students.

- All graduate and professional programs should develop programs to effectively support community engagement by graduate students. This includes effective preparation prior to service and reflection after the initial engagement. Programs may integrate this into the curriculum, as through a community-based practicum, community service learning, clinical rotation or a graduation requirement. Community engagement may also be encouraged and supported as a co-curricular opportunity.
- Tisch College should be engaged as a strategic partner with each graduate school in developing programs and evaluations in this area. Tisch College has focused resources to facilitate, support and promote engaged teaching, research and co-curricular partnerships to further diversity and civic learning goals for Tufts students. Since Tisch College already collaborates with most schools and departments to co-develop and integrate community engagement opportunities to benefit students, faculty members, and community partners, Tisch could also work with them to institutionalize this in support of the university's diversity and inclusion objectives.

Appendix E:
Faculty Implementation Recommendations

The work of the council on Diversity and its working groups, in addition to developing overarching recommendations, identified more specific recommendations based on their findings for programmatic and implementation. These recommendations need to be further analyzed and prioritized by the next iteration of the Council and under the purview of the Chief Diversity Officer and other faculty, staff, and administrators at the school and department level.

Recruitment and Retention

Recommendation:

Increase the diversity of the faculty to be more representative of increasing diversity in the student population.

- The university and its schools should set annual and five-year goals for advancing diversity with progress toward achieving these goals built into annual assessments.
- In addition to institutional support and oversight, local governance is critical to achieving success at the school level. Schools should commit to assigning a school-level designee (reporting directly to a dean of each school) to develop an action plan to monitor diversity hiring processes and their alignment with AAPs. Departments across the university need to monitor these and when hiring faculty members, especially tenure-stream, they should be seeking to ensure that their pools reflect the demographics in a given field.
- Deans and department chairs should be expected to show evidence at annual assessments of proactive work that advances the diversity agenda. Deans should be evaluated on the effectiveness of faculty recruitment processes and their results in recruiting a truly diverse pool of candidates, refining the processes as needed. The current practices in A&S could serve as a model for developing practices for other schools in light of its recent successes.
- The development of recruitment strategies should pay attention to the impact of economics and geographic location as barriers to acceptance of offers and consider options such as a formal recruitment process which supports the identification of opportunities for employment for the spouses and partners of candidates.
- Assessment of opportunities to promote work-life balance should consider initiatives such as housing and child-care support that have the opportunity to make a particular contribution to the success in recruitment and retention of faculty from diverse backgrounds.

Mentoring and Professional Development

Recommendation:

Increase the awareness and understanding of issues of diversity and inclusion in faculty through professional development programs and the creation of communities of practice and learning.

- Enhance and develop university-wide mentoring programs by:
    - Creating formal mentoring programs and discussion groups that provide training on effective mentoring; and
    - Requiring demonstration of success in mentoring as a part of tenure and promotion processes.
- The survey of graduate and professional students results suggest that faculty members and mentors play an important role in career advising. It is therefore, important to ensure that all students have access to early and effective mentoring. We strongly recommend that all faculty members who serve in mentoring role for students be provided with the opportunity for faculty development and acquire skills necessary to be successful mentors. This will minimize variations in quality of mentoring. There should also be an evaluation process that allows for the identification of deficient mentoring and appropriate intervention. Exemplary mentors should be, similarly recognized by the institution.

- Faculty members at all levels need to be trained by experienced, professional diversity trainers to:
    - Recognize their own implicit assumptions about people, e.g. stereotypes, prejudgments or incorrect interpretations of behavior, ignorance of cultural practices;
    - Recognize difficult situations and learn strategies for resolving them. This includes harassment, bullying and inappropriate behavior and/or use of language;
    - Develop best practices for recruiting and advancing students post-doctoral fellows, staff, and faculty members;
    - Acquire coaching and mentoring skills. This should include successful methods such as those employed at Brown, Northwestern, UC Berkley and Wisconsin;
    - Recognize and cope with student stress, depression, and other forms of behavioral dysfunction both for mainstream students and those from diverse cultures and backgrounds.
- Faculty in AS&E are already asked to report annually (on the Faculty Information Form) their diversity-related activities. This information should be gathered and assessed for impact and to ensure that such activities are connected to other initiatives on campus. Much good work is being done but it is insufficiently supported and often goes unrecognized.
- The Tufts teaching faculty should be strongly encouraged to take advantage of faculty development workshops that teach and promote skills and strategies for working with a diverse classroom. The Center for the Enhancement of Learning and Teaching is a resource we would like to highlight in this regard.
- Given the critical role of mentoring to the success of graduate and professional students, those who serve as mentors must receive faculty development and regular feedback to ensure consistent quality is maintained in all spheres of formal mentoring.
- Increase the visibility of the "Working with One Another" policy, which establishes uniform guidelines to promote a work and educational environment that fosters respect and inclusion.
- Ensure that faculty selection committees are trained for new diversity and inclusion hiring practices and workplace policies by developing and mandating diversity-related interview skills training focused on effectively selecting, identifying, and assessing diverse candidates prior to involvement on search committees.
- Standardize a means for tracking faculty activities related to diversity and inclusion efforts, linking them to tenure and promotion criteria.
- Develop opportunities or mechanisms to reward and incentivize outstanding, innovative, and transformative diversity/inclusion initiatives and diverse and inclusive mentorship. Such forms of recognition could take many forms, as appropriate, ranging from institutional awards to monetary support and release time.
- Offer informational sessions two to three times per year to present the many mentoring options and grant monies available to provide the type of mentoring desired by the participants. In some cases participants are looking for mentoring specific to developing research opportunities, while another may be more interested in learning for a colleague outside their area of discipline. These programs could be a joint program of Human Resources and the Chief Diversity Officer, an arrangement that would allow for mentoring programs for staff, formal mentoring programs for faculty, and continued development of existing staff-student and faculty-student mentoring practices.

Infusing Diversity in the Curriculum

Recommendation:

Increase the awareness and understanding of issues of diversity and inclusion in faculty through training.

- Provide incentives and rewards for faculty members to develop and contribute to a curriculum including focus on inclusion, dialogue across differences and attention to the differential experiences of individuals and groups in terms of access to resources and in relation to power, privilege and oppression (i.e., social justice); and to shape research agendas around pertinent issues. See also Undergraduate Student Experience Implementation Recommendations.
- A common curricular experience during the first year that could serve multiple purposes, including teaching principles of social justice, intersectionality, and comparative perspectives across differences, both in the U.S. and global context should be explored.
- As the university moves forward in thinking about curricular review and reform, a pedagogical focus on difference, inclusion, social justice and global awareness must be a goal. Faculty members, departments,

and programs should be incentivized and rewarded for shaping curriculum within their disciplines that also engage these issues. Feedback from seniors in 2013 included the recommendation that departments develop courses within the majors that address diversity and/or social justice as they pertain to the field. See also Undergraduate Student Experience Implementation Recommendations.

Appendix F:
Staff Implementation Recommendations

The work of the Council on Diversity and its working groups, in addition to developing overarching recommendations, identified more specific recommendations based on their findings for programmatic and implementation. These recommendations need to be further analyzed and prioritized by the next iteration of the Council and under the purview of the Chief Diversity Officer and other faculty, staff, and administrators at the school and department level.

Recruitment, Hiring, and Promotion

Recommendation:

Develop recruitment pipelines and new strategies for outreach to address systemic under-representation of specific groups within the staff.

- The CDO, in collaboration with the Office of Equal Opportunity, should develop a Diversity Scorecard using AAP goals as a means of tracking progress against specific university-wide and school-level goals and metrics for staff and faculty members in the following areas:
    - Employee (Faculty/Staff) Representation by position and level;
    - Recruitment, pipeline, outreach, and retention efforts and activities;
    - Promotion/Internal mobility;
    - Develop mechanisms/vehicles by which issues of inequity and social justice can be reported, assessed, and addressed on an ongoing basis. Some metrics would be: a decrease in the volume of issues, consistent and ongoing tracking and monitoring of issues, as well as timely and successful resolution of issues.
- Develop and measure school/center specific goals related to:
    - Hire rates that at least reflect available diverse applicant pools;
    - Increasing diversity representation within all levels of management staff, including diversity in senior management ranks in order to set the tone for the institution;
    - Develop and implement dean and/or center director performance evaluations that include metrics related to accountability for enhancing diversity efforts, including linkage to compensation and advancement;
    - Identifying and growing the diversity pipeline in highly technical areas, such as research scientists.

Campus Climate

Recommendation:

Articulate the meaning of diversity and include it as a core value in Tufts' mission and vision.

- Review, evaluate, and replicate existing models of community and employee engagement such as Town Hall meetings, Staff and Faculty Surveys, Staff and Faculty Councils and/or Advisory groups such as the AS&E Feedback Group.
- Promote and communicate diversity efforts in a variety of ways, for example:
    - Highlight efforts in newsletters.
    - Visible support by senior leadership; for example, it will send an important message for the President to continue chairing the Diversity Council in its next phase of existence.
    - Highlight diversity and inclusion as a core piece of the university homepage on the Web. Including literature about diversity and inclusion efforts on the Tufts website will increase transparency, assist continuous evaluation of ongoing efforts, and provide prospective students and employees with necessary information about university-wide diversity and inclusion initiatives.
- Provide mandatory formal orientation for all new staff and faculty hires that incorporates and conveys Tufts' values and expectations related to diversity and inclusion, as well as training on social justice, oppression, privilege, and how to engage with students who are different from themselves.

- Promote the "Tufts Working with One Another" Policy more broadly. Many employees are unaware that Tufts already has articulated a set of expectations related to respect, civility, and diversity. This policy is currently located in the Business Conduct Handbook and the Employee Handbook. The working group recommends that policy should also be publicized elsewhere with increased visibility of the policy throughout university spaces, and a more significant emphasis from senior and mid-level administrators on this policy as a set of workplace values.
- Develop tools and resources which provide more opportunities to identify and address "off value" behavior.
- Monitor and track employee satisfaction and engagement by conducting regular surveys, for example a periodic Climate Survey, to assess community cultural issues and concerns more deeply, using existing surveys (e.g., the At-Work Employee Survey for staff) as models.

Professional Development and Training

Recommendation:

Increase staff competency in diversity and inclusion issues through training and professional development.

- Incorporate topics, such as managing diverse populations, managing across generational and cultural differences, and promoting diversity and inclusion, into manager skills development programs, e.g., Foundations of Leadership (FOL) offered through Human Resources. Applicable parts of TUSDM's cultural competency curriculum could be used as a guide.
- Ensure that hiring managers and faculty selection committees are trained for new diversity and inclusion hiring practices and workplace policies by developing and mandating diversity-related interview skills training focused on effectively selecting, identifying, and assessing diverse candidates prior to involvement on search committees and/or hiring staff.
- Enhance and develop university-wide mentoring programs by:
    - Creating formal mentoring programs and discussion groups that provide mentoring training;
    - Revising the university's organizational and leadership competences to reflect mentoring of diverse direct reports as a core skill for all employees, and especially managers, linking mentoring to professional development goals;
    - Adding a feedback component for diversity and inclusion to performance reviews;
    - Requiring demonstration of successful mentoring as a part of tenure and promotion processes.
- Offer informational sessions two to three times per year to present the many mentoring options and grant monies available to provide the type of mentoring desired by the participants. These programs could be a joint program of Human Resources and the CDO, an arrangement that would allow for mentoring programs for staff, formal mentoring programs for faculty members, and continued development of existing staff-student and faculty-student mentoring practices.

Appendix G:
Introduction to the Data: Categories and Groupings

There are a variety of data sources that have been used in this report to shed light on diversity and inclusion at Tufts. Among these are Tufts-administered surveys, surveys administered by other agencies, institutional records, and federal databases.

In the case of all federal data—such as data drawn from the Integrated Postsecondary Education Data System (IPEDS)—definitions of certain categories have been dictated by Federal statute. For example, the Federal government recognizes only two gender categories, male and female. In addition, the Federal government dictates the collection and reporting of racial/ethnic data according to a very specific scheme. In Federal race/ethnicity reporting, all individuals who are not U.S. Citizens or U.S. Permanent Residents are classified as non-resident aliens, regardless of their country of origin. All individuals who identify as being of Hispanic origin are classified as Hispanic. All individuals who are not foreign and not Hispanic, and who identify as one and only one of the following categories, are classified in that category: American Indian or Alaskan Native; Asian or Pacific Islander; Black, not of Hispanic origin; Hispanic; White. Finally, all non-foreign and non-Hispanic individuals who identify as one or more of the above categories are classified as Multiracial.

For some of Tufts' internal data analysis, Federal racial/ethnic categories have been utilized—not because Tufts believes the government's categories are ideal, but because they are the current standard for classifying individuals into a single racial/ethnic category. In order to make statistically valid comparisons across groups of people, each individual person can fall in only one category. Rather than make ad hoc choices about how to classify individuals who have self-identified into multiple racial/ethnic categories, the Federal guidelines have been deferred to when necessary.

It is important to note that in all of Tufts' diversity-related data, only self-identifications (of gender, sexual orientation, race/ethnicity, religion, etc.) are used. That is, the "categories" used to describe individuals have all been self-selected at some point by members of the community, usually on applications, hiring forms, or survey instruments. On all survey instruments developed by Tufts' Office of Institutional Research and Evaluation (OIR&E), questions that ask individuals to self-identify into specific categories have both pre-defined choices as well as open-ended options, so that respondents can write in the identity that best describes themselves if they feel that the given options are not sufficient. All of OIR&E's analyses of survey data honors the self-identifications made by survey responses, even if these differ from what is recorded in institutional systems.

In order to provide meaningful comparisons with this data among different Tufts groups, across different institutions, and over time—as well as to maintain the confidentiality of individuals—groupings of students, faculty and staff are often made. For example, individuals who identify on a survey as gay, lesbian, bisexual, and/or transgender may be grouped together when examining the survey results. Similarly, survey responses from students identifying as members of underrepresented racial/ethnic groups may be grouped together for analysis. These groupings are not made with the intention of suggesting that all individuals within a given grouping are somehow the "same." Rather, the groupings are made in order to protect the identities of individuals while still allowing their voices to be heard. Protecting privacy and maintaining confidentiality of individuals and their survey responses is a high priority, and data from just a few individuals are never analyzed separately. Another reason individuals are often grouped together is that statistical analyses can only be reliably run when group sizes are sufficiently large. The alternative to grouping would be to omit responses from small groups, which Tufts does not wish to do.

Appendix H:
Undergraduate Student Data

Table H.1. Undergraduate Students by Race

	American Indian or Alaska Native		Asian		Black or African American		Hispanic		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ Ethnicity Unknown		Non-Resident Alien	
2003	17	.35%	659	13%	365	7%	375	8%	N/A	N/A	2661	54%	N/A	N/A	501	10%	314	6%
2004	21	.43%	612	12%	355	7%	375	8%	N/A	N/A	2733	56%	N/A	N/A	505	10%	311	6%
2005	19	.37%	670	13%	341	7%	344	7%	N/A	N/A	2869	57%	N/A	N/A	520	10%	315	6%
2006	15	.3%	624	12%	312	6%	319	6%	N/A	N/A	2894	58%	N/A	N/A	535	11%	296	6%
2007	11	.22%	608	12%	326	6%	312	6%	N/A	N/A	2858	57%	N/A	N/A	633	13%	286	6%
2008	15	.3%	656	13%	311	6%	310	6%	N/A	N/A	2775	55%	N/A	N/A	680	14%	297	6%
2009	12	.23%	615	12%	236	5%	312	6%	5	.1%	2985	58%	79	2%	617	12%	303	6%
2010	9	.17%	574	11%	264	5%	306	6%	4	.08%	2960	57%	124	2%	655	13%	328	6%
2011	6	.12%	536	10%	227	4%	335	6%	1	.02%	2946	57%	170	3%	637	12%	336	6%
2012	3	.06%	536	11%	212	4%	342	7%	2	.04%	2980	59%	197	4%	397	8%	386	8%

- Among peer institutions, Tufts has consistently low enrollment of Black, Hispanic, and Asian undergraduates.
- In 2011, Tufts had the lowest enrollment of Black or African American undergraduates among 11 peer institutions. In terms of Hispanic undergraduates, only Washington University ranked lower in 2011.
- In 2011, Duke University had the highest percentage of Black undergraduate students among 11 peer schools at 9.7%, and Asian at 20.7%; Columbia had the highest percentage of Hispanic undergrads at 13.4%.
- Since 2001, % of Black, Hispanic, Asian undergraduates at Tufts has consistently decreased or plateaued.

Source: IPEDS Data Center - http://nces.ed.gov/ipeds/datacenter/

Table H.2. Arts, Sciences, and Engineering Undergraduate Student Retention Data:[1]

	2006 cohort Term 07F 6-year graduation rate[2]	2005 cohort Term 06F 6-year graduation rate[3]
Asian	94.4%	90.7%
Black/African American	84.1%	88.0%
Hispanic	82.7%	87.8%
White	94.2%	91.9%
Foreign	83.8%	92.3%

Table H.3. Historical Six-Year Graduation Rates by Ethnicity (year indicates year cohort matriculated)[4]

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Asian	90.8%	94%	95%	89.8%	94%	88.9%	94.9%	94.8%	92.7%	90.7%	94.4%
Black	82%	80%	80%	79.4%	85.1%	81.7%	81.1%	79.8%	85.1%	88.8%	84.1%
Hispanic	87.8%	80.3%	82.4%	81.1%	83.8%	89.7%	88.8%	87.8%	87.9%	87.8%	82.7%
White	89.7%	92.1%	93.6%	92.3%	93.4%	90.3%	93.2%	90.9%	91.3%	91.9%	94.2%
Foreign	80.2%	87.8%	85.7%	92.6%	95.9%	85.9%	85.3%	88.6%	88.4%	92.3%	83.8%
Overall	88.4%	90.4%	91%	90%	92.3%	89.3%	91.7%	90.8%	91.1%	90.4%	92.2%

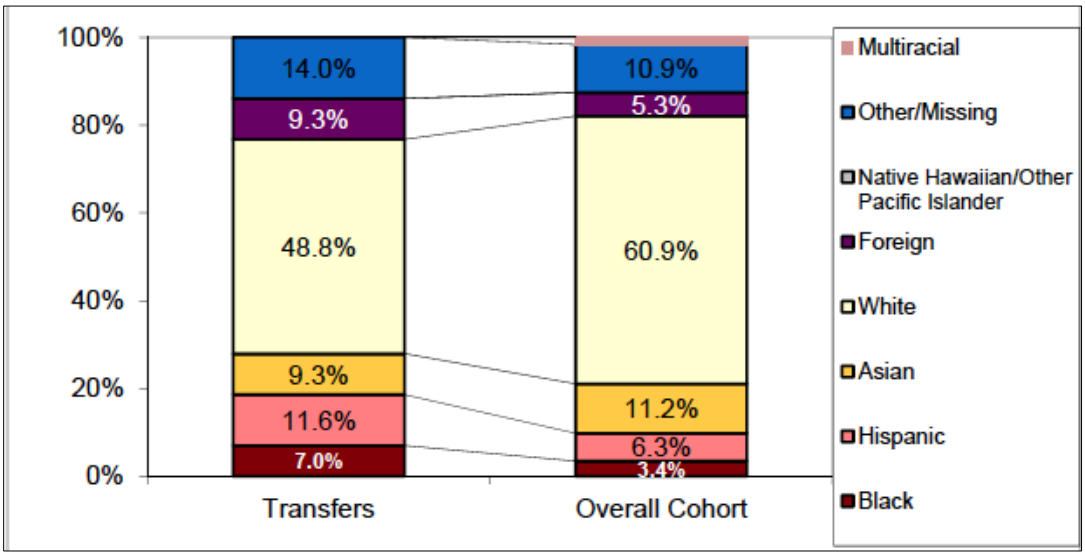
[1] 2012 Retention/Graduation Report (2006 cohort – Term 07F [Class of 2010]; 2011 Retention/Graduation Report (2005 cohort – Term 06F [Class of 2009]; includes full and part time students.

[2] Hispanic males (82.4%) and Black Females (80%) had the lowest 6-year graduation rate (Note: the graduation rate for Black Females decreased from 88% in 2011)

[3] Hispanic males (82.2%) and Black Females (88%) had the lowest 6-year graduation rate.

[4] Includes full and part time students.

Table H.4. Transfer Data



Of the students who transferred to other institutions, White students made up a smaller proportion of transfer students than they did within the overall cohort of White students (i.e., among all students in the 2006 cohort who transferred out of Tufts, 48.8% were White, whereas White students comprised 60.9% of the entire 2006 cohort). The proportion of Black students who transferred was more than double the proportion of Black students in the overall 2006 cohort (i.e., among students who transferred, 7% were Black, whereas Black students comprised only 3.4% of the entire 2006 cohort). Similarly, the proportion of Hispanic and foreign students who transferred was approximately twice the amount of Hispanic and foreign students in the overall 2006 cohort (i.e., among students who transferred, 11.6% were Hispanic, whereas Hispanic students comprised only 6.3% of the entire 2006 cohort; among students who transferred, 9.3% were Foreign, whereas Foreign students comprised only 5.3% of the entire 2006 cohort). To summarize, for the 2006 cohort, proportionally higher percentages of Black, Hispanic and Foreign students transferred out of Tufts.

Table H.5. Typical/Recent Retention and Graduation Rates[5]

	Degree	Retention Rates, Year 1 to 2	Degree Completion Rates	Notes
AS&E	BA, BS, BE	95%-97%[6]	100% time: 84%-87%[7] 150% time: 89%-92%	100% time = 4 years 150% time = 6 years

Sexual Misconduct and Bias Incidents

First Year, First Week: survey administered by Health and Wellness Services among first-year students. The survey asks about experience with alcohol awareness and alcohol and drug use.
In 2012, 44.2% of students responded. In response to when and where they drank alcohol in relation to their transition to Tufts, 2.9% reported drinking at April Open House; 4.8% at Pre-orientation program; 16.1% during their first night at Tufts; 36.9% at their Orientation program.

In the context of questions about alcohol and drug use, 10% of respondents in 2012 reported receiving unwanted sexual attention during their first week on campus; 9.4% reported receiving unwanted sexual attention during their first week on campus as a result of someone else's drinking; and .2% (or 2 students) reported being sexually assaulted during their first week on campus as a result of someone else's drinking. In

[5] Source: S-Forms, 2013 Comprehensive Evaluation. Reported time to degree is dependent upon individual program requirements.
[6] About half of students who leave do so because they have transferred to another institution.
[7] The four-year graduation rate of 87% for the 2007 cohort was the highest of the past decade.

2010 the numbers were 15.7%, 14.2% and .4%. This would suggest that interventions, alcohol awareness and educational initiatives around sexual misconduct are having a positive impact but more can be done.

American College Health Association. American College Health Association-National College Health Assessment II: Tufts University, 2011.[8]
This data is based on information gathered from 601 diverse, Tufts student respondents who responded from a randomly distributed survey across all student cohorts.

The Tufts University Executive Summary for the spring of 2011 indicates findings related to students' experiences, over the previous twelve months, of sexual violence and intimate relationship violence:

- 4.7% of males and 11.4% of females responded experiencing sexual touching without their consent
- 2.3% of males and 2.7% of females responded experiencing sexual penetration attempt without their consent
- .9% of males and 1.6% of females responded experiencing sexual penetration without their consent
- 3.8% of males and 5.3% of females experienced stalking
- 7.0% of males and 5.9% of females experienced an emotionally abusive relationship
- 2.8% of males and 1.1% of females experienced a physically abusive intimate relationship

OEO Incidents of Sexual Misconduct Reporting System[9]
Effective March 1, 2013, the Office of Equal Opportunity (OEO) at Tufts http://oeo.tufts.edu/, upgraded the university's existing EthicsPoint reporting system and expanded the tool to encompass all reports (anonymous, third party and known) of sexual misconduct university-wide.

The reporting tool for sexual misconduct incidents was designed with discretion and confidentiality in mind and in accordance with the federal Office of Civil Rights (OCR) Best Practice guidelines, outlined in the April 2011 Dear Colleague Letter to U.S. colleges and universities. OEO also chose this tool because there is an option, with one click from a reporter, to keep the reporter anonymous if s/he wishes. In addition, there is also an option to engage with the anonymous reporter in a "live chat." The expectation is that this tool, along with the educational rollout of the tool, will result in more reports of sexual misconduct incidents.

OEO has also tailored the EthicsPoint tool to fit the important and discrete needs of those involved in sexual misconduct matters. OEO is now able to run de-identified analytics on all areas and aspects of reported sexual misconduct cases with the intent of identifying trends, patterns and areas of concern. The hope is that with these new data analytics (e.g., location, date of incident, date reported, sexual misconduct type), OEO and OEO's partners on each campus will be able to tailor the education, training and responses to sexual misconduct matters in a way that better addresses prevention and victim safety.

Reported Incidents of Bias – September, 2012-December 2012, Summary of incidents on Medford Campus[10]
A summary of incidents of bias has been made available at the end of each semester to students through Webcenter[11] and includes all incidents of bias targeting a person or community based on race, color, national or ethnic origin, age, religion, disability, gender, sexual orientation, or gender identity and expression. Incidents may be reported through the web-based reporting process or listed at the request of community members as long as the incident described targeted a person or community based on the aforementioned criteria. Since not all incidents are brought forward, the summary may not fully reflect the experience of the community. Confidentiality is maintained but the university has a policy of full disclosure of incidents that are reported by members of the community if the report meets the criteria for inclusion. Reporting an incident for the purpose of inclusion in this summary does not initiate a judicial complaint.[12]

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[8] American College Health Association. American College Health Association-National College Health Assessment II: Tufts University Executive Summary Spring 2011. Linthicum, MD: American College Health Association; 2011. This report was provided to the UWG by the Tufts University Department of Alcohol and Health Education.
[9] Information provided to the UWG by Jill Zellmer, Director of the Office of Equal Opportunity, Tufts University
[10] The summary is compiled by the Administrative Contact Team convened by Associate Dean of Student Affairs Marisel Perez, and also including Katrina Moore, Director of Intercultural and Social Identity Programs; Margery Davies, Associate Dean of Faculty Affairs for A&S&E; and Michael Baenen, Chief of Staff in the Office of the President.
[11] The UWG has expressed its concern that the incident report has not been accessible to faculty or staff through Webcenter. A new mechanism for publishing the report is in development as of fall 2013.
[12] For additional details, see full bias incident report, fall 2012.

Outcomes:
From September through November 2012, thirteen incidents of bias were reported on Webcenter:

- 8 incidents reported (or 60%) were related to gender or sexual orientation;
- 1 incident reported was related to gender and race;
- 1 incident reported was related to race;
- 2 incidents reported were related to religion;
- 1 incident reported was related to ethnic or national origin.

Senior Survey Data

Senior Surveys: COFHE (comparative) 2012 and 2011

The metrics included here derive from the COFHE (Consortium on Financing Higher Education)[13] 2012 Senior Survey: Analysis by Race and Ethnicity (White, Asian American, Black or African American, Hispanic of all races, Non-resident aliens (excluded because of small sample sizes: Unknown, Two or more races, American Indian/Native American, Pacific Islander/Native Hawaiian); and from the Tufts Senior Survey, 2011. Note: the racial/ethnic categories employed here are those used in the COFHE survey and cannot therefore be modified for Tufts.

(Unless otherwise noted, the response scale was: 1 Very dissatisfied; 3 Generally Satisfied; 5 Very Satisfied)
(B/AA = Black/African American; AAM=Asian American; H = Hispanic; W=White; NR=Non-resident alien)

NOTE: statistically significant differences between particular groups are indicated in bold and by pairing groups in relation to one another, e.g. B/AA vs. (versus) W; numbers for groups not in bold are included for reference but do not reveal statistically significant differences in satisfaction levels.

Among the most startling findings are those that suggest that students from historically underrepresented groups, especially Black or African American and Hispanic, continue to face acute challenges in regard to campus climate, academic achievement and faculty mentoring, and co-curricular experience[14]:

Satisfaction levels[15]:

- In most comparison schools as well as at Tufts, Black/African American students were least satisfied (and White students most satisfied) with the overall college experience and community on campus
- Overall satisfaction: **3.87 B/AA vs. 4.23W**; 4.04 AAM; 4.10 H; 4.11 NR
- Satisfaction with social life: **2.15 B/AA vs. 2.96 NR; 2.78 H; 3.07 AAM; 3.11 W**; and **2.78 H vs. 3.11 W; 3.07 AAM**
- Satisfaction with sense of community: **2.08 B/AA vs. 2.92 NR; 2.62 H; 2.86 AAM; 2.92W**; and **2.62 H vs. 2.92 W**
- Recommend Tufts to a peer: **3.26 B/AA vs. 4.15 NR; 3.96 H; 4.06 AAM; 4.18 W**

White females were most likely to say they would choose Tufts again if they were to relive their college experience; under-represented minority females were the least likely. White females were the only group to give an average rating higher than "probably would."[16]

[13] The Consortium on Financing Higher Education (COFHE) is an institutionally supported organization of thirty-one highly selective, private liberal arts colleges and universities. COFHE data collection, research, and policy analysis focus on matters pertaining to access, affordability, and assessment, particularly as they relate to undergraduate education, admissions, financial aid, and the financing of higher education. Tufts is not a member of COFHE, but it occasionally gets invited to participate in the COFHE senior survey and can then analyze the data from all participating institutions (and invited guests) comparatively. Tufts also asks additional questions that come after the COFHE survey, which are separate and Tufts-only.
[14] COFHE Senior Survey, 2012: Analysis by Race/Ethnicity
[15] COFHE Senior Survey, 2012: Analysis by Race/Ethnicity
[16] Tufts Senior Survey, 2011: Analysis by Race and Gender

Diversity Experiences[17]:

- **Tufts students are on average *less than* "generally satisfied" with the ethnic/racial diversity on campus and the climate for minority students.**
- Compared to other campuses asking about diversity experiences and campus climate, Tufts ranks in the lower half.
- On average, students at Tufts report "often" having conversations with students who differ from them in terms of race/ethnicity, nationality, socio-economic background, and sexual orientation; however, **Tufts *ranks at the bottom* of comparison schools in terms of frequency with which students report interacting with students diverse in race/ethnicity, nationality, and socio-economic background.**
- Tufts ranks higher in terms of frequency of conversations with students diverse in sexual orientation.
- Students at Tufts are more satisfied than many others with the climate for LGBTQ students.
- It is worth noting that LGB[18] students at Tufts report a *slightly higher* level of satisfaction overall (4.24) compared to heterosexual students (4.18); however this is *slightly lower* than our peer institutions; a similar pattern holds for LGB or heterosexual students at Tufts recommending the university to a peer. While the UWG is encouraged by these findings, important work remains to be done to insure that LGBTQ students feel safe and equally empowered (see below for Healthy Minds Survey).
- Under-represented minority females and Asian American males experienced emotional distress more often than other groups.[19]
- LGBTQ students more likely than other students to experience emotional distress.[20]

Campus climate[21]:

- Minority climate (Black/African American students were least satisfied):
  1.87 B/AA vs. 3.06 NR; 2.63 H; 2.88 AAM; 2.87 W; and **2.63 H vs. 2.06 NR**
- Ethnic and Racial diversity (Black/African American students were least satisfied):
  2.03 B/AA vs. 3.00 NR; 2.61 H; 2.90 AAM; 2.86 W; and **2.61 H vs. 3.00 NR**
- Frequency with which students report interacting with students who differ by race or ethnicity from themselves (1 = Never; 3= Often; 4 = Very Often):
  3.01 W vs. 3.38 NR; 3.36 B/AA; 3.36 AAM
- LGBTQ Interactions:
  3.15 W vs. 2.78 AAM; 3.03 B/AA; 2.93 H; 2.88 NR

White males and females reported lowest levels of experience with cultural life on campus. Under-represented minority males and females have highest levels of experience, but lowest levels of satisfaction.[22]

Satisfaction with social life on campus is lowest among under-represented minority students. International and Asian American males reported lowest levels of experience with social life on campus.[23]

White students reported lowest level of experience in terms of ethnic and racial diversity on campus. International students reported highest levels of satisfaction. Under-represented minority students reported the lowest satisfaction with respect to the ethnic and racial diversity on campus.[24]

Under-represented minority females and Asian American males and females reported the highest level of agreement that racism is a campus problem.[25]

Under-represented minority and Asian American females reported highest levels of agreement that homophobia is a campus problem.[26]

[17] COFHE Senior Survey, 2012: Analysis by Race/Ethnicity
[18] COFHE Senior Survey, 2012: Analysis by Sexual Orientation; due to question wording by COFHE, LGB not LGBTQ students are compared to heterosexual students
[19] Tufts Senior Survey, 2011: Analysis by Race and Gender
[20] Tufts Senior Survey, 2011: Analysis by Sexual Orientation. See also Appendix G Healthy Minds Survey data.
[21] COFHE Senior Survey, 2012: Analysis by Race/Ethnicity
[22] Tufts Senior Survey, 2011: Analysis by Race and Gender
[23] Tufts Senior Survey, 2011: Analysis by Race and Gender
[24] Tufts Senior Survey, 2011: Analysis by Race and Gender
[25] Tufts Senior Survey, 2011: Analysis by Race and Gender
[26] Tufts Senior Survey, 2011: Analysis by Race and Gender

LGBTQ students more likely to perceive a problematic campus climate in regard to eating disorders, sexual harassment, homophobia, alcohol abuse, and racism.[27]

Financial Aid[28]:

- **95% of B/AA vs. 35% NR; 63% H; 61% AAM; 41% W students report receiving financial aid**; and, **63% H vs. 35% NR; 41%W**; and, **61% AAM vs. 35% NR; 41% W**
  Tufts has the biggest gap between B/AA students and others in terms of proportion receiving aid

Work for Pay[29]:

- **87% of B/AA vs. 57% NR report working** one or more years for pay**;** 68% W; 74 % AAM; 73% H
- **54% of B/AA vs. 25% W report working for pay during their first year**; 34% AAM; 38% H; 34% NR

Burden of Loans[30]:

- **2.44 B/AA vs. 1.70 NR; 1.83 H; 1.80 AAM; 1.69 W**

Faculty availability[31]:

- satisfaction with faculty availability out of class
  3.05 B/AA vs. 3.42 NR; 3.42 W

Faculty availability[32]:

- satisfaction with faculty availability out of class
  3.05 B/AA vs. 3.42 NR; 3.42 W

Faculty/Student interaction around research[33]:

- In regard to satisfaction with opportunities to participate in research with faculty, Black/African American students were least satisfied:
  2.53 B/AA vs. 3.10 AAM; 3.02 W; 2.76 H; 3.10 NR
- 29% of B/AA; 43% AAM; 22% H; 30% W; and 38% NR students report participating with Faculty Research; **43% AAM vs. 22% H; 30% W (**Because the number of B/AA students on campus is low, the difference between the percentage of B/AA students who participate in faculty research compared to other students is not considered statistically significant.)
- Only 31% of Female students (regardless of race) report participating in research with a faculty member and they also express a lower satisfaction rate of 2.93 with opportunities to participate in research; 32% of male students participate with a satisfaction rate of 3.08. These rates are lower than any of our peer schools for both female and male students.[34]
- Females reported being given fewer opportunities to publish compared to males.[35]
- Under-represented minority students felt professors gave them opportunities to publish less often when compared to other races/ethnicities.[36]
- 36% LGB students versus 32% heterosexual students at Tufts report participating in research with a faculty member; however these rates are lower than at our peer schools.[37]

Co-Curricular Activities[38]:

- **9% W vs. 61% NR; 42% H; 61% AAM; 72% B/AA** students report actively participating in cultural/ethnic organization; and, **72% B/AA vs. 42% H**

[27] Tufts Senior Survey, 2011: Analysis by Sexual Orientation
[28] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity
[29] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity
[30] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity
[31] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity
[32] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity
[33] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity
[34] COFHE Senior Survey, 2012: Analysis by Gender
[35] Tufts Senior Survey, 2011: Analysis by Race and Gender
[36] COFHE Senior Survey, 2012: Analysis by Gender
[37] COFHE Senior Survey, 2012: Analysis by Sexual Orientation
[38] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity

- **38% B/AA vs. 15% H; 17% W;** 26% NR; 24% AAM students report participating in a religious or spiritual group
- Greek Life: **24% W vs. 7% NR; 8% AAM;** 13% of B/AA; 18% H students report participating in a fraternity or sorority; Because the number of B/AA students on campus is low, the statistical difference between those who participate in Greek life compared to White students is low; nevertheless it is noted that there are *no* historically Black, Latino or Asian American Greek organizations on campus.

In almost all areas related to volunteering, non-profit work, and personal convictions, females reported being more civically engaged than their male counterparts. White males consistently reported the lowest level of civic engagement of any group.[39]

LGBTQ students were more satisfied with and more likely to participate in community service opportunities. They were also more likely to feel Tufts improved their understanding of societal issues, and a higher percentage of LGBTQ students plan to be civically engaged after Tufts.[40]

Study Abroad[41]:
Perhaps as a reflection of Tufts' orientation toward global awareness, participation rates are slightly higher for all groups compared to our peer institutions.

- **53% W vs. 26% NR; 34% AAM;** 40% H; only 30% of B/AA report going abroad their junior year. ***The proportionately small population of B/AA students on campus makes the gap between their participation in study abroad and that of other students, especially White students, statistically less significant; nevertheless, the UWG is concerned that historically disenfranchised students may not enjoy equal access or feel empowered to participate in study abroad, especially given that 32% of B/AA students report foregoing study abroad for financial reasons.***
- **11% W vs. 33% H; 32% of B/AA**; 18% AAM; 18% NR report foregoing study abroad for financial reasons.

Academic Achievement[42]:
It should be noted that studies show that racial and ethnic disparities in college completion and achievement are not exclusive to Tufts but are national problems.[43]

- At Tufts (and comparison schools), Hispanic and Black/AA students reported receiving lower grades on average than students in any other group. Means computed based on their responses suggest that Black/African American students earned an average grade of 3.09 compared to Hispanic students who reported an average grade of 3.29; Asian American students who reported an average grade of 3.41 and White students who reported an average grade of 3.5.
- Average grade received: **3.09 B/AA vs. 3.46 NR; 3.29 H; 3.41 AAM; 3.50 W**; and, **3.29 H vs. 3.46 NR; 3.50 W**

Self-reported information on academic achievement has been corroborated by other data gathered by OIR&E for the UWG.

- **From 2001-2011, graduates in the top 25% of their college by gender, and race and ethnicity were as follows: female 26%; male 21%; White 30%; Asian 22%; Black 3%; Hispanic 10%; International 21%; Other/unknown 18%.**
- **From 2007-2011, the percentage of first-years on the Dean's list their first semester were as follows: White 58%; Asian 49%; Black 17%; Hispanic 32%; International 37%.**
- **At Tufts, students graduated in STEM majors at the following rates: 46% AAM vs. 10% of B/AA; 32% W; 36% NR;** 20% of H

[39] Tufts Senior Survey, 2011: Analysis by Race and Gender
[40] Tufts Senior Survey, 2011: Analysis by Sexual Orientation
[41] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity
[42] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity
[43] See for example David Harris (project coordinator), "Eliminating Racial Disparities in College Completion and Achievement: Current Initiatives, New Ideas, Assessment," A Teagle Foundation Working Group White Paper, September 2006.

- At Tufts and in all comparison groups, Black/African American and Hispanic students are least likely to follow through on expectations of majoring in STEM: **84% NR vs. 50% H; 25% B/AA**; and, **66% W vs. 25% B/AA**; and, **70% AAM vs. 25% B/AA**
- **At Tufts, the proportion of B/AA students following through with a STEM major is particularly low.**
- STEM majors at graduation: **46% AAM vs 36% NR; 10% B/AA; 32% W**
- Tufts has the lowest levels, among its peer schools, of female students (24%) majoring in STEM fields (male students 41%)[44]

Administration; Security[45]:

- Only at Tufts are B/AA students noticeably less satisfied than others with the administration's responsiveness to student concerns.
- Satisfaction rate with administration's responsiveness: **3.06 NR vs. 2.35 B/AA; 2.66 W;** AAM 2.65; H 2.75
- B/AA students are least likely to be satisfied with the feeling of security on campus: **2.95 B/AA vs. 3.34 W;** AAM 3.24; H 3.24; NR 3.24

Healthy Minds Study

In spring 2010, 4000 Tufts undergraduate and graduate students in AS&E were invited to participate in the Healthy Minds Study. A total of 2073 Tufts students responded (52% response rate). Below are key findings for GLBQQ; Black/African-American; Asian American students; and Hispanic students).

Key findings (GLBQQ students compared to heterosexual students at Tufts)

Mental health measures:

- Higher prevalence of major depression
- Higher rate of thinking that mental health negatively affects academics
- Higher prevalence of non-suicidal self-injury
- Comparable rate of suicidal ideation (SI). This contrasts with national studies, where GLBQ college students typically have a higher rate of SI compared to heterosexual peers.
- Higher rate of illegal drug use

Attitudes about treatment:

- Higher perceived need for help for mental health problems
- Higher belief that therapy is helpful
- Lower personal stigma about mental health treatment use
- Higher rate of knowing where to go for services
- Higher rate of personal contact with treatment users

Help-seeking behavior:

- Higher rates of treatment use overall
- Higher rate of treatment use among those with anxiety or depression
- Higher rate of using informal sources of support

[44] COFHE Senior Survey, 2012: Analysis by Gender
[45] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity

Social networks:

- Lower rates of perceived supportiveness of family.

Key findings (Black/African-American students compared to all other Tufts students)

Mental health measures:

- Comparable prevalence of mental health problems
- Lower rate of binge drinking
- Lower rate of illegal drug use
- Higher rate of feeling that mental health problems negatively affected academic performance

Attitudes about treatment:

- Higher belief in the effectiveness of therapy and of medication
- Higher perceived stigma about mental health treatment use (but not higher level of personal stigma)
- Lower rate of knowing other treatment users

Help-seeking behaviors:

- Comparable past year treatment use (any counseling and/or medication)
- Lower intentions to seek informal support if distressed
- Lower intentions to seek help at school if mental health problems affect academics

Social Networks:

- Comparable perceived supportiveness of family and friends
- Higher rate of unfair treatment due to culture

Key findings (Asian/Asian-American students compared to all other Tufts students)

Mental health measures:

- Comparable prevalence of mental health problems
- Lower rates of binge drinking
- Lower rates of illegal drug use

Attitudes about treatment:

- Lower perceived need
- Higher belief in effectiveness of therapy
- Higher belief in effectiveness of medication
- Higher perceived stigma
- Higher personal stigma
- Lower rate of knowing other treatment users

Help-seeking behaviors:

- Lower past year treatment use
- Lower past year treatment use among those with anxiety or depression
- Lower past year treatment use among those with suicidal ideation
- Lower use of informal supports

Social Networks:

- Lower perceived supportiveness of family
- Higher rate of unfair treatment because of culture

Key findings (Hispanic students compared to all other Tufts students)

Mental health measures:

- Comparable rate of mental health problems
- Higher rate felt that mental health problems negatively affected academics
- Higher rate of non-suicidal self-injury

Attitudes about treatment:

- Higher rate of perceived need for help for mental or emotional problems
- Marginally higher rate of perceived public stigma about mental health
- Comparable rates of belief in efficacy of treatment, social contact with mental health users, and knowledge about where/how to access mental health services

Help-seeking behaviors:

- Comparable rates of treatment use
- Comparable rates of using informal supports
- Higher rate of intended use of help if mental health were affecting academic performance
- NOTE: Women had higher rates of using both formal treatment and informal supports compared to men, though not statistically significant

Social Networks:

- Comparable rates of perceived support of family and perceived support of friends
- Significantly higher mean report of being treated unfairly due to race (please take note that comparison groups includes Caucasian/White students)

Appendix I:
Graduate and Professional Student Data

Table I.1. Graduate and First-Professional Enrollment

Graduate and First-Professional Enrollment (from NCES.ed.gov)

2010 Graduate total (including first-professional)

Institution	Grand total	White		Black or African American		Hispanic		Asian		Native Hawaiian or Other Pacific Islander		American Indian or Alaska Native		Two or more races		Race/ ethnicity unknown		Nonresident alien	
Boston College	4973	3216	65%	178	4%	207	4%	310	6%	2	<1%	17	<1%	39	1%	403	8%	601	12%
Brown University	2387	1047	44%	93	4%	136	6%	221	9%	2	<1%	12	1%	26	1%	214	9%	636	27%
Columbia University in the City of New York	17258	6642	38%	759	4%	842	5%	1869	11%	10	<1%	35	<1%	299	2%	1788	10%	5014	29%
Cornell University	7004	2560	37%	198	3%	393	6%	607	9%	2	<1%	21	<1%	99	1%	706	10%	2418	35%
Dartmouth College	1893	906	48%	55	3%	50	3%	142	8%	0	0%	9	<1%	31	2%	156	8%	544	29%
Duke University	8319	4496	54%	388	5%	258	3%	700	8%	9	<1%	28	<1%	177	2%	386	5%	1877	23%
Georgetown University	9358	5111	55%	614	7%	458	5%	815	9%	10	<1%	12	<1%	171	2%	887	9%	1280	14%
Johns Hopkins University	15157	7851	52%	1247	8%	668	4%	1691	11%	30	<1%	35	<1%	280	2%	892	6%	2463	16%
Northwestern University	10946	5101	47%	475	4%	487	4%	1117	10%	5	<1%	18	<1%	82	1%	1551	14%	2110	19%
Tufts University	5256	2882	55%	148	3%	187	4%	624	12%	7	<1%	5	<1%	94	2%	581	11%	728	14%
University of Pennsylvania	13067	5901	45%	649	5%	453	3%	1383	11%	2	<1%	30	<1%	90	1%	1959	15%	2600	20%
Washington University in St Louis	6682	3591	54%	349	5%	180	3%	577	9%	4	<1%	29	<1%	100	1%	457	7%	1395	21%

Table I.2. Graduate Students By School, Gender, and Ethnic Group, as of Fall 2012

Graduate School of Arts & Sciences

	Male		Female		Totals	
	#	%	#	%	#	%
Asian	8	2.6%	36	5.7%	**44**	**4.7%**
Black or African American	7	2.3%	19	3.0%	**26**	**2.8%**
Hispanic	5	1.6%	20	3.1%	**25**	**2.7%**
American Indian or Alaska Native	0	0.0%	0	0.0%	**0**	**0.0%**
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	**0**	**0.0%**
White, Non-Hispanic	185	60.9%	383	60.1%	**568**	**60.4%**
Two or More Races	4	1.35	16	2.5%	**20**	**2.1%**
Non-Resident Alien	61	20.15	105	16.5%	**166**	**17.6%**
Other/Ethnicity Unknown	34	11.2%	58	9.1%	**92**	**9.8%**
Subtotal GSAS	**304**	**100%**	**637**	**100%**	**941**	**100%**

School of Engineering (Graduate)

	Male		Female		Totals	
	#	%	#	%	#	%
Asian	22	6.5%	14	9.3%	**36**	**7.4%**
Black or African American	6	1.8%	4	2.7%	**10**	**2.1%**
Hispanic	11	3.3%	3	2.0%	**14**	**2.9%**
American Indian or Alaska Native	0	0.0%	0	0.0%	**0**	**0.0%**
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	**0**	**0.0%**
White, Non-Hispanic	148	43.9%	60	40.0%	**208**	**42.7%**
Two or More Races	6	1.8%	5	3.3%	**11**	**2.3%**
Non-Resident Alien	94	27.9%	54	36.0%	**148**	**30.4%**
Other/Ethnicity Unknown	50	14.8%	10	6.7%	**60**	**12.3%**
Subtotal SOE (Graduate)	**337**	**100%**	**150**	**100%**	**487**	**100%**

The Fletcher School of Law and Diplomacy

	Male		Female		Totals	
	#	%	#	%	#	%
Asian	18	6.9%	19	6.8%	**37**	**6.9%**
Black or African American	6	2.3%	6	2.2%	**12**	**2.2%**
Hispanic	5	1.9%	5	1.8%	**10**	**1.9%**
American Indian or Alaska Native	0	0.0%	0	0.0%	**0**	**0.0%**
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	**0**	**0.0%**
White, Non-Hispanic	106	40.6%	138	49.6%	**244**	**45.3%**
Two or More Races	15	5.7%	12	4.3%	**27**	**5.0%**
Non-Resident Alien	103	39.5%	94	33.8%	**197**	**36.5%**
Other/Ethnicity Unknown	8	3.1%	4	1.4%	**12**	**2.2%**
Subtotal Fletcher	**261**	**100%**	**278**	**100%**	**539**	**100%**

Friedman School of Nutrition Science and Policy

	Male		Female		Totals	
	#	%	#	%	#	%
Asian	2	6.3%	14	8.3%	**16**	**8.0%**
Black or African American	1	3.1%	3	1.8%	**4**	**2.0%**
Hispanic	0	0.0%	5	3.0%	**5**	**2.5%**
American Indian or Alaska Native	1	3.1%	0	0.0%	**1**	**0.5%**
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	**0**	**0.0%**
White, Non-Hispanic	14	43.8%	113	67.3%	**127**	**63.5%**
Two or More Races	1	3.1%	4	2.4%	**5**	**2.5%**
Non-Resident Alien	9	28.1%	19	11.3%	**28**	**14.0%**
Other/Ethnicity Unknown	4	12.5%	10	6.0%	**14**	**7.0%**
Subtotal Friedman	**32**	**100%**	**168**	**100%**	**200**	**100%**

School of Dental Medicine

	Male		Female		Totals	
	#	%	#	%	#	%
Asian	132	30.3%	158	33.2%	290	31.8%
Black or African American	9	2.1%	13	2.7%	22	2.4%
Hispanic	18	4.1%	19	4.0%	37	4.1%
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	2	0.0%	0	0.0%	2	0.2%
White, Non-Hispanic	221	50.8%	228	47.9%	449	49.3%
Two or More Races	3	0.7%	8	1.7%	11	1.2%
Non-Resident Alien	45	10.3%	47	9.9%	92	10.1%
Other/Ethnicity Unknown	5	1.1%	3	0.6%	8	0.9%
Subtotal Dental	**435**	**100%**	**476**	**100%**	**911**	**100%**

School of Medicine (MD)

	Male		Female		Totals	
	#	%	#	%	#	%
Asian	99	23.3%	59	15.5%	158	19.6%
Black or African American	10	2.3%	15	3.9%	25	3.1%
Hispanic	17	4.0%	22	5.8%	39	4.8%
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	1	0.2%	0	0.0%	1	0.1%
White, Non-Hispanic	278	65.1%	260	68.4%	538	66.7%
Two or More Races	12	2.8%	17	4.5%	29	3.6%
Non-Resident Alien	3	0.7%	0	0.0%	3	0.4%
Other/Ethnicity Unknown	7	1.6%	7	1.8%	14	1.7%
Subtotal Medical (MD)	**427**	**100%**	**380**	**100%**	**807**	**100%**

School of Medicine (MS, MPH)

	Male		Female		Totals	
	#	%	#	%	#	%
Asian	32	29.4%	37	24.2%	69	26.3%
Black or African American	2	1.8%	13	8.5%	15	5.7%
Hispanic	7	6.4%	8	5.2%	15	5.7%
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	3	2.8%	0	0.0%	3	1.1%
White, Non-Hispanic	49	45.0%	68	44.4%	117	44.7%
Two or More Races	3	2.8%	4	2.6%	7	2.7%
Non-Resident Alien	3	2.8%	4	2.6%	7	2.7%
Other/Ethnicity Unknown	10	9.2%	19	12.4%	29	11.1%
Subtotal Medical (MS, MPH)	**109**	**100%**	**153**	**100%**	**262**	**100%**

Sackler Graduate School of Biomedical Sciences

	Male		Female		Totals	
	#	%	#	%	#	%
Asian	9	10.7%	15	12.2%	**24**	**11.6%**
Black or African American	1	1.2%	5	4.1%	**6**	**2.9%**
Hispanic	6	7.1%	4	3.3%	**10**	**4.8%**
American Indian or Alaska Native	0	0.0%	0	0.0%	**0**	**0.0%**
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	**0**	**0.0%**
White, Non-Hispanic	46	54.8%	66	53.7%	**112**	**54.1%**
Two or More Races	3	3.6%	4	3.3%	**7**	**3.4%**
Non-Resident Alien	13	15.5%	24	19.5%	**37**	**17.9%**
Other/Ethnicity Unknown	6	7.1%	5	4.1%	**11**	**5.3%**
Subtotal Sackler	**84**	**100%**	**123**	**100%**	**207**	**100%**

Cummings School of Veterinary Medicine (DVM)

	Male		Female		Totals	
	#	%	#	%	#	%
Asian	3	5.3%	21	6.6%	**24**	**6.4%**
Black or African American	0	0.0%	1	0.3%	**1**	**0.3%**
Hispanic	4	7.0%	8	2.5%	**12**	**3.2%**
American Indian or Alaska Native	0	0.0%	1	0.3%	**1**	**0.3%**
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	**0**	**0.0%**
White, Non-Hispanic	42	73.7%	238	75.1%	**280**	**74.9%**
Two or More Races	1	1.8%	8	2.5%	**9**	**2.4%**
Non-Resident Alien	1	1.8%	2	0.6%	**3**	**0.8%**
Other/Ethnicity Unknown	6	10.5%	38	12.0%	**44**	**11.8%**
Subtotal Vet (DVM)	**57**	**100%**	**317**	**100%**	**374**	**100%**

Cummings School of Veterinary Medicine (MS, PhD)

	Male		Female		Totals	
	#	%	#	%	#	%
Asian	1	7.7%	3	5.5%	**4**	**5.9%**
Black or African American	0	0.0%	1	1.8%	**1**	**1.5%**
Hispanic	0	0.0%	0	0.0%	**0**	**0.0%**
American Indian or Alaska Native	0	0.0%	0	0.0%	**0**	**0.0%**
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	**0**	**0.0%**
White, Non-Hispanic	10	76.9%	46	83.6%	**0**	**0.0%**
Two or More Races	0	0.0%	2	3.6%	**56**	**82.4%**
Non-Resident Alien	2	15.4%	3	5.5%	**2**	**2.9%**
Other/Ethnicity Unknown	0	0.0%	0	0.0%	**5**	**7.4%**
Subtotal Vet (MS, PhD)	**13**	**100%**	**55**	**100%**	**68**	**100%**

Table I.3. Tufts Schools Offering Waivers for Application Fees

	Offers waivers	Tracks waivers	Tracks acceptance rates
Cummings	No	No	No
Dental Medicine	No	n/a	n/a
Engineering	Yes	Yes	Yes
Fletcher	Yes	Yes	Yes
Friedman	Yes	No	No
GSAS	Yes	Yes	Yes
TUSM Public Health/Professional Development Programs	Yes	No	No
Sackler	Yes	Yes	Yes
Tufts School of Medicine	Yes	Yes	No

Table I.4. Typical/Recent Retention and Graduation Rates[46]

	Degree	Retention Rates, Year 1 to 2	Degree Completion Rates	Notes
GSAS[47]	Master's	N/A	150% time: 85%	100% time = 2 years 150% time = 3 years
	PhD	N/A	100% time: 36% 8-year rate: 54%[48]	100% time = 6 years
GSOE	Master's	N/A	100% time: 66% 150% time: 82%[49]	100% time = 2 years 150% time = 3 years
	PhD	N/A	100% time: 46% 8-year rate: 53%	100% time = 6 years
Fletcher	Master's	MA, LLM, GMAP = N/A MIB and MALD = 100%	150% time: LLM= 85%-93% MA= 91%-100% GMAP= 70%-77%[50] MIB: 88%-100% MALD: 97%	100% time = 1 year for MA, LLM, GMAP 150% time = 1.5 years for MA, LLM, GMAP 100% time = 2 years for MIB, MALD 150% time = 3 years for MIB, MALD
	PhD	100%	150% time: 88% - 100%	100% time = 7 years 150% time = 10.5 years
Friedman	MA	N/A[51]	100% time: 80%-100% 150% time: 83%-100%	100% time = 1 year 150% time = 1.5 years
	MS	97%-100%	100% time: 67%-89% 150% time: 90%-100%	100% time = 2 years 150% time = 3 years
	MNSP RAK	90%-100%	100% time: 40% 150% time: 40%	100% time = 2 years 150% time = 3 years
	MS & MALD, MPH, or UEPP	100%	100% time: 80%-100% 150% time: 94%-100%	100% time = 3 years 150% time = 4.5 years
	PhD	N/A	100% time: 73% - 92%	100% time = 7 years
TUSDM	MS	67%-100%	100% time: 46%-80%	100% time = 2 years
	DMD	93%-98%	100% time = 92%-94%	100% time = 4 years
TUSM	MD	97% to 99%	150% time: 97% to 99%[52]	100% time = 4 years 150% time = 6 years
PHPD	MPH	87%-96%	100% time: 59%-83% 150% time: 91%-100%	100% time = 2 calendar years 150% time = 3 calendar years
	MS-HCOM	86%-100%	100% time: 40%-67% 150% time: 100%	100% time = 2.25 calendar years 150% time = 3.375 calendar years
	MS-PREP	83%-100%	100% time: 17%-57% 150% time: 50%-100%	100% time = 2.3 calendar years 150% time = 3.45 calendar years
	MS-MBS	89%-95%	100% time: 39%-59% 150% time: 95%-100%	100% time = 1.3 to 1.72 calendar years 150% time = 1.95 to 2.58 calendar years[53]
Sackler	MS-CTS	92%-95%	150% time: 91%-100%	100% time = 1.5 years 150% time = 3 years
	PhD	67%-100%	150% time: 67%-100%	100% time = 5 years 150% time = 7 years
TCSVM[54]	DVM	96%-97%	100% time: 93%-98%[55]	100% time = 4 years
	MAPP	100%	100% time: 75%-91%	100% time = 1 year

[46] Source: S-Forms, 2013 Comprehensive Evaluation. Reported time to degree is dependent upon individual program requirements.
[47] At the graduate level, the first- to second-year retention rate is not as meaningful a metric as it is for undergraduate. The effort required to calculate the rate is time-intensive. Given the implementation of the new SIS and the need to reallocate staffing for this project, retention data for GSAS and GSOE are not available at this time.
[48] This is comparable to national averages. There is a wide range of graduation rates amongst the various GSAS doctoral degree programs.
[49] 2% switched to the PhD program by the end of the second year; 2% switched to the PhD program by the end of the third year.
[50] The lowest graduation rate is in the GMAP mixed residential/distance learning degree because of difficulty combining the program workload with a (near) full-time professional workload.
[51] First- to second-year retention rate is not applicable for the one-year MA program.
[52] Over 97% go on to internship/residency. Flexibility to pursue research concentrations resulted in 18% taking five years to complete.
[53] The calendar years will vary annually until the program has three to five years of results to determine actual expected time to degree.
[54] Rates calculated using students who complete Year 2 and enroll in Year 3 (does not include students who do not return after Year 2).
[55] A small percentage of students who leave repeat the year and join the next class.

Table I.5. Career Development Services Offered by Tufts Schools

	Arts, Sciences, and Engineering and GSAS: Tufts Career Center	Cummings School of Veterinary Medicine: Tufts Online Community Career Center	Fletcher School of Law and Diplomacy: Career Services Center	School of Dental Medicine: Tufts Dental Career Link	Sackler School	Tufts School of Medicine	TUSM PHPD Programs
Alumni connections and networking		X	X	X	X		X
Campus recruiting	X		X				
Career counseling or job coaching	X	X	X		X	X	X
Career workshops	X		X			X	X
Continuing education including seminars and conferences		X			X	X	
Employer Outreach		X	X	X			X
Info on alumni presentations, workshops, job fairs, and other career events	X		X			X	X
Internship and job postings	X	X	X	X			
Interviewing skills	X		X				
Resource library	X		X				
Résumé writing	X		X	X			
School- or career-specific mentoring program		X	X				

Tables I.6-9: 2013 Diversity and Inclusion Climate Survey of Tufts' Graduate and Professional Students

*Not applicable responses were not included in the analysis
LI = low-income,
MI = middle-income,
UMI = upper/middle income
HI = high income.

Table I.6. Challenges and Climate

		Gender		Race/Citizenship			Sexual Orientation		Socioeconomic Status			
	TOTAL	Male	Female	White	Student of Color	Foreign	Hetero-sexual	LGBTQ	LI	MI	UMI	HI
1. Did you experience challenges in transitioning to your school?*												
Yes	15%	15%	15%	12%	18%	20%	15%	20%	26%	14%	13%	17%
Somewhat	35%	33%	35%	29%	43%	40%	32%	38%	39%	34%	29%	32%
No	50%	52%	50%	59%	39%	39%	53%	42%	35%	52%	58%	51%
2. Did you experience challenges in becoming a part of the community at your school?*												
Yes	12%	11%	12%	8%	17%	16%	13%	16%	21%	12%	11%	15%
Somewhat	32%	29%	33%	29%	32%	37%	28%	31%	33%	30%	28%	25%
No	56%	60%	55%	63%	51%	48%	59%	53%	47%	58%	61%	60%
3a. Is the climate at Tufts comfortable for you to interact with: Graduate/professional students in your school?*												
Yes	76%	77%	76%	82%	68%	72%	77%	77%	65%	76%	79%	77%
Somewhat	21%	19%	21%	17%	29%	23%	21%	21%	31%	22%	18%	20%
No	3%	3%	2%	2%	3%	4%	2%	3%	4%	2%	2%	3%
3b. Is the climate at Tufts comfortable for you to interact with: Tufts graduate/ professional students outside your school?*												
Yes	43%	48%	40%	44%	39%	45%	43%	46%	42%	42%	46%	42%
Somewhat	38%	37%	38%	37%	40%	38%	38%	36%	40%	39%	35%	38%
No	19%	14%	22%	19%	20%	17%	19%	19%	18%	19%	19%	20%
4. Is the climate of your graduate or professional school at Tufts supportive of diversity and inclusion?*												
Yes	70%	77%	67%	76%	63%	64%	71%	64%	60%	70%	73%	72%
Somewhat	27%	20%	29%	22%	32%	30%	25%	30%	31%	26%	25%	21%
No	3%	3%	3%	2%	5%	6%	3%	5%	8%	3%	2%	7%

Table I.7. Academic Advising

		Gender		Race/Citizenship			Sexual Orientation		Socioeconomic Status			
	TOTAL	Male	Female	White	Student of Color	Foreign	Hetero-sexual	LGBTQ	LI	MI	UMI	HI
My specific academic needs were accommodated.												
Strongly Agree	33%	36%	32%	33%	35%	29%	32%	48%	34%	34%	34%	21%
Agree	41%	43%	40%	41%	38%	46%	41%	28%	37%	41%	44%	35%
Neutral	17%	14%	18%	16%	17%	16%	16%	19%	19%	17%	12%	29%
Disagree	6%	4%	7%	7%	7%	5%	7%	4%	8%	6%	6%	9%
Strongly Disagree	4%	3%	4%	3%	3%	4%	4%	1%	2%	3%	5%	7%
My unique background has been respected.												
Strongly Agree	36%	41%	34%	36%	36%	35%	36%	48%	30%	36%	39%	38%
Agree	37%	38%	37%	39%	37%	35%	37%	29%	39%	37%	37%	32%
Neutral	18%	12%	21%	17%	19%	20%	18%	13%	24%	19%	16%	16%
Disagree	5%	6%	5%	5%	4%	7%	5%	8%	6%	6%	4%	5%
Strongly Disagree	4%	4%	3%	3%	4%	4%	4%	1%	2%	3%	4%	9%
I have received encouragement and support.												
Strongly Agree	40%	41%	40%	40%	41%	39%	40%	49%	40%	38%	44%	34%
Agree	38%	38%	38%	40%	37%	37%	38%	29%	39%	40%	35%	30%

Neutral	14%	14%	14%	12%	15%	14%	14%	20%	19%	13%	13%	18%
Disagree	5%	4%	6%	5%	5%	6%	5%	1%	3%	6%	4%	13%
Strongly Disagree	3%	3%	3%	3%	3%	5%	3%	1%	0%	3%	4%	5%
Someone has been accessible to help me.												
Strongly Agree	40%	43%	39%	41%	40%	38%	41%	42%	43%	40%	42%	39%
Agree	41%	41%	42%	41%	41%	43%	41%	43%	42%	39%	43%	36%
Neutral	11%	11%	11%	10%	13%	11%	12%	12%	13%	13%	8%	13%
Disagree	5%	3%	5%	5%	3%	4%	4%	1%	1%	5%	4%	7%
Strongly Disagree	3%	2%	4%	2%	3%	5%	3%	1%	1%	3%	3%	5%

Table I.8. Mentors and Mentoring

		Gender		**Race/Citizenship**			**Sexual Orientation**		**Socioeconomic Status**			
	TOTAL	**Male**	**Female**	**White**	**Student of Color**	**Foreign**	**Hetero-sexual**	**LGBTQ**	**LI**	**MI**	**UMI**	**HI**
10. Do you currently have a mentor?												
Yes	49%	50%	49%	48%	54%	46%	47%	62%	57%	45%	51%	44%
11. Who is your mentor?	51%	50%	51%	52%	46%	54%	53%	38%	43%	55%	49%	56%
Academic advisor	38%	43%	35%	33%	37%	55%	36%	40%	47%	35%	39%	22%
Thesis advisor	35%	36%	35%	35%	27%	50%	35%	38%	38%	36%	36%	22%
Faculty member or staff at your school or department	56%	58%	55%	59%	64%	40%	56%	56%	53%	56%	57%	59%
Faculty member or staff at another school or department within Tufts	8%	11%	7%	7%	11%	9%	8%	13%	11%	8%	9%	7%
Someone outside of Tufts	12%	10%	13%	10%	17%	11%	13%	8%	10%	15%	11%	15%
Other	4%	6%	3%	6%	2%	0%	4%	2%	3%	4%	4%	4%
12. How did you identify your mentor(s)?												
I found a faculty member or staff with similar interests as me	64%	66%	64%	65%	59%	74%	64%	69%	62%	62%	67%	62%
I met him/her at a networking event	4%	2%	5%	4%	5%	2%	4%	0%	1%	3%	6%	12%
I found him/her through a mentoring program	15%	17%	14%	13%	18%	11%	17%	8%	14%	19%	12%	15%
Other	27%	23%	29%	29%	28%	19%	26%	31%	28%	29%	25%	23%

13. When do you seek guidance from your mentor?												
When I need career advice	69%	69%	69%	72%	71%	62%	69%	82%	72%	65%	73%	75%
When I need school-related advice	85%	89%	85%	86%	87%	84%	86%	93%	87%	89%	83%	75%
When I need guidance on a personal issue	26%	23%	27%	22%	28%	35%	26%	31%	44%	25%	21%	33%
For school-related conflict resolution	29%	24%	32%	27%	32%	30%	29%	36%	37%	30%	27%	25%
Other	8%	7%	8%	8%	7%	9%	8%	11%	7%	6%	9%	8%
14. Does your mentor share your background and/or your values?												
Yes, my mentor shares both my background and my values	38%	36%	41%	41%	27%	49%	35%	56%	31%	38%	41%	42%
Yes, my mentor shares my background	7%	8%	6%	7%	4%	10%	7%	2%	4%	7%	8%	8%
Yes, my mentor shares my values	43%	43%	43%	43%	54%	29%	47%	29%	64%	41%	41%	42%
No	11%	14%	10%	9%	15%	12%	11%	13%	1%	15%	11%	8%
15. Do you believe that your relationship with your mentor is likely to continue after you leave Tufts?*												
Definitely yes	48%	53%	45%	44%	47%	65%	48%	49%	53%	47%	49%	33%
Probably yes	33%	30%	34%	34%	32%	28%	32%	36%	26%	32%	35%	37%
Maybe	14%	13%	15%	18%	15%	3%	15%	15%	18%	15%	12%	26%
Probably not	4%	3%	5%	4%	5%	2%	5%	0%	3%	6%	3%	4%
Definitely not	1%	1%	1%	0%	1%	2%	1%	0%	0%	0%	2%	0%
16. Are you a mentor?												
Yes	15%	17%	14%	14%	22%	8%	15%	21%	17%	16%	15%	13%
No	85%	83%	86%	86%	78%	92%	85%	79%	83%	84%	85%	87%
17. Who is your mentee?												
Another graduate student	50%	50%	50%	55%	43%	44%	51%	56%	33%	50%	55%	63%
Undergraduate student	49%	52%	47%	45%	48%	69%	50%	31%	52%	47%	50%	50%
Non-student	19%	13%	24%	11%	33%	13%	16%	44%	38%	21%	11%	25%
Other	8%	5%	10%	5%	11%	0%	8%	0%	0%	10%	5%	13%

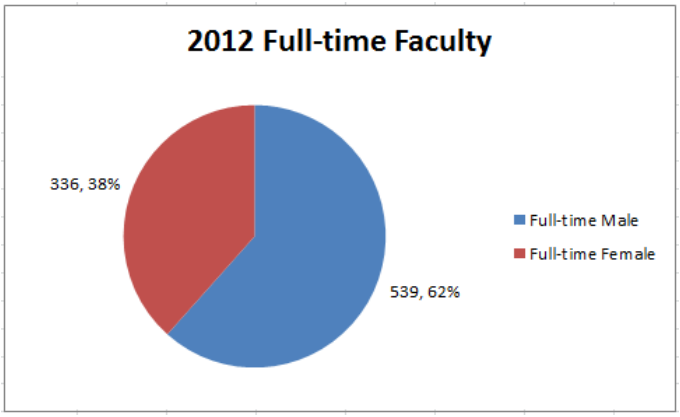
Table I.9. Career Services

		Gender		Race/Citizenship			Sexual Orientation		Socioeconomic Status			
	TOTAL	Male	Female	White	Student of Color	Foreign	Hetero-sexual	LGBTQ	LI	MI	UMI	HI
During your graduate or professional studies, how often have you: Participated in any career-preparation workshops?*												
Very Often	5%	5%	5%	4%	4%	8%	5%	5%	8%	5%	3%	7%
Often	17%	16%	19%	15%	20%	23%	18%	16%	16%	19%	17%	22%
Sometimes	31%	31%	32%	31%	35%	32%	32%	25%	36%	33%	32%	15%
Seldom	20%	22%	19%	21%	19%	19%	19%	30%	21%	17%	22%	29%
Never	26%	25%	26%	29%	22%	19%	26%	23%	19%	27%	25%	27%
During your graduate or professional studies, how often have you: Attended any conferences?*												
Very Often	7%	7%	7%	6%	8%	10%	7%	11%	8%	8%	6%	9%
Often	19%	21%	17%	18%	14%	27%	19%	22%	18%	17%	20%	26%
Sometimes	37%	38%	35%	35%	39%	36%	37%	28%	41%	39%	35%	21%
Seldom	16%	16%	16%	18%	15%	12%	16%	15%	14%	15%	16%	22%
Never	22%	18%	24%	24%	24%	15%	21%	24%	20%	22%	22%	22%
During your graduate or professional studies, how often have you: Received any tips on how to network?*												
Very Often	6%	6%	7%	6%	5%	11%	6%	9%	6%	7%	5%	9%
Often	17%	19%	16%	17%	14%	21%	17%	12%	13%	17%	19%	12%
Sometimes	33%	37%	30%	30%	31%	41%	33%	29%	31%	34%	33%	26%
Seldom	25%	24%	26%	26%	28%	18%	24%	31%	33%	25%	22%	21%
Never	19%	15%	21%	22%	21%	10%	20%	19%	17%	17%	21%	32%
During your graduate or professional studies, how often have you: Participated in any writing clinics?*												
Very Often	1%	1%	1%	1%	0%	2%	1%	4%	3%	1%	1%	0%
Often	4%	5%	3%	3%	4%	8%	4%	4%	7%	3%	3%	4%
Sometimes	12%	14%	10%	8%	10%	22%	11%	7%	16%	11%	11%	11%
Seldom	16%	19%	14%	13%	21%	21%	16%	12%	18%	17%	15%	11%
Never	67%	60%	71%	75%	65%	46%	67%	72%	56%	67%	70%	75%
During your graduate or professional studies, how often have you: Received any tips on how to construct your CV?*												
Very Often	4%	5%	4%	4%	4%	8%	5%	4%	9%	4%	4%	5%
Often	12%	14%	11%	10%	8%	23%	12%	15%	11%	13%	12%	14%
Sometimes	26%	26%	26%	25%	26%	29%	26%	28%	24%	25%	27%	18%
Seldom	18%	19%	17%	18%	20%	16%	18%	15%	16%	21%	16%	14%
Never	39%	35%	42%	44%	42%	24%	40%	38%	40%	37%	41%	49%
During your graduate or professional studies, how often have you: Received any tips on how to write your cover letter?*												
Very Often	4%	5%	4%	3%	3%	8%	5%	3%	8%	4%	4%	4%
Often	10%	13%	8%	8%	7%	20%	9%	13%	10%	10%	9%	11%
Sometimes	21%	24%	19%	17%	21%	32%	20%	21%	20%	22%	18%	15%
Seldom	17%	19%	16%	19%	17%	12%	16%	21%	19%	16%	18%	13%
Never	48%	40%	53%	54%	52%	28%	49%	42%	43%	48%	50%	57%
During your graduate or professional studies, how often have you: Received any tips on how to present your teaching philosophy?*												
Very Often	2%	3%	1%	2%	1%	2%	2%	2%	1%	2%	2%	2%
Often	7%	9%	6%	6%	6%	12%	6%	20%	5%	8%	7%	2%
Sometimes	15%	16%	14%	13%	14%	23%	15%	12%	18%	16%	12%	18%
Seldom	16%	22%	14%	16%	16%	18%	17%	10%	18%	13%	19%	20%
Never	60%	50%	66%	63%	62%	46%	61%	57%	58%	61%	59%	58%
During your graduate or professional studies, how often have you: Received any tips on oral presentation skills?*												
Very Often	7%	9%	6%	7%	6%	8%	7%	9%	9%	7%	8%	5%
Often	20%	24%	18%	20%	19%	22%	20%	24%	24%	17%	20%	25%
Sometimes	30%	32%	29%	30%	29%	31%	30%	33%	36%	32%	28%	23%
Seldom	18%	16%	19%	17%	17%	23%	17%	18%	13%	17%	17%	26%
Never	25%	19%	28%	26%	29%	16%	26%	16%	18%	27%	27%	21%

During your graduate or professional studies, how often have you: Received any tips on how to conduct oneself in an interview?*												
Very Often	4%	4%	4%	4%	5%	3%	4%	4%	4%	4%	5%	4%
Often	14%	16%	12%	12%	15%	18%	13%	21%	20%	13%	11%	15%
Sometimes	24%	24%	24%	24%	20%	29%	25%	15%	22%	23%	27%	20%
Seldom	20%	21%	20%	20%	20%	20%	20%	24%	24%	22%	17%	22%
Never	38%	34%	40%	40%	40%	29%	38%	36%	29%	38%	40%	40%
During your graduate or professional studies, how often have you: Received any tips on how to negotiate your next job?*												
Very Often	2%	3%	2%	2%	2%	3%	2%	2%	3%	2%	3%	0%
Often	8%	10%	7%	8%	6%	11%	8%	8%	8%	9%	5%	15%
Sometimes	22%	24%	21%	21%	23%	24%	22%	30%	22%	22%	23%	21%
Seldom	20%	18%	21%	20%	18%	21%	20%	19%	24%	19%	18%	21%
Never	48%	45%	50%	49%	51%	40%	48%	42%	43%	48%	51%	42%
18b. For the services above for which you never accessed, what would you say is the primary reason?												
My school does not offer that service	14%	10%	17%	14%	14%	16%	14%	18%	10%	18%	10%	20%
I do not have a need for that service	44%	52%	41%	48%	40%	37%	45%	50%	41%	41%	51%	38%
I was not aware it was available	42%	37%	43%	38%	46%	48%	41%	32%	49%	42%	39%	42%

Appendix J:
Faculty Data

Table J.1. Tufts Faculty by Gender



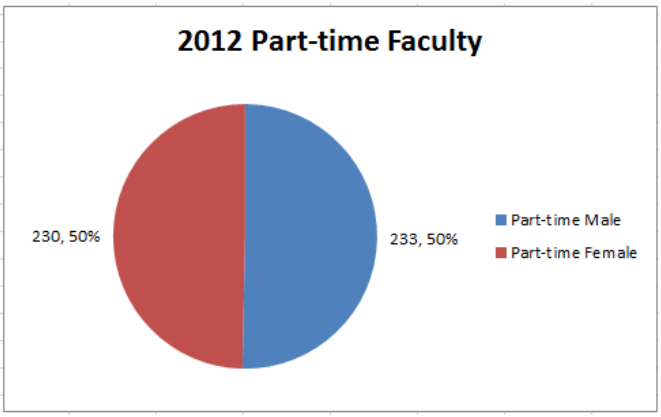
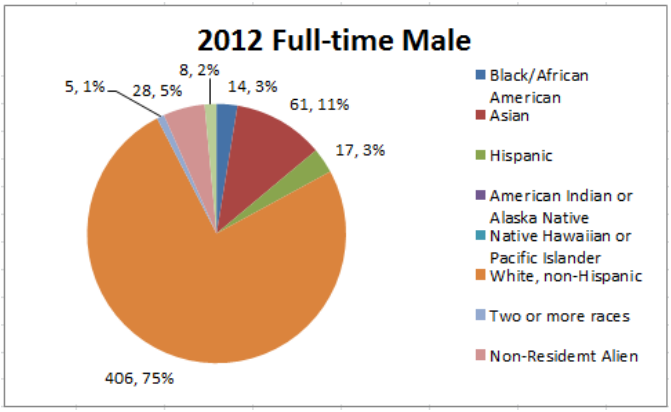
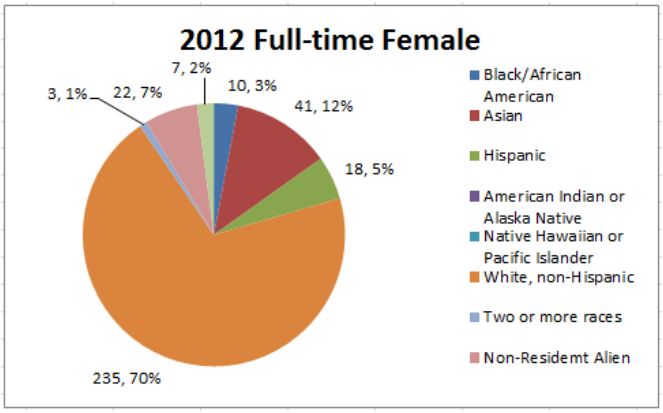
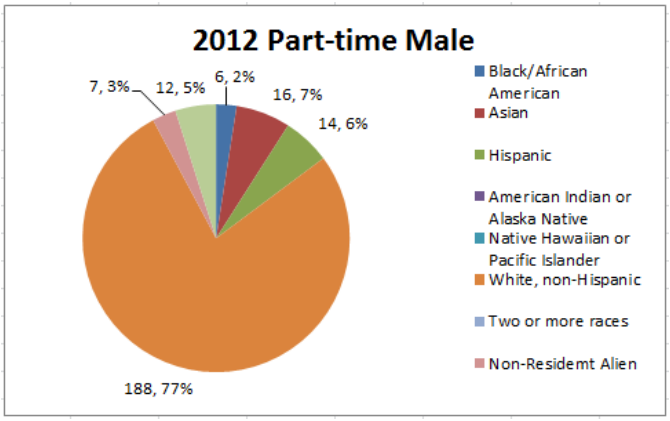


Table J.2. Tufts Faculty by Race







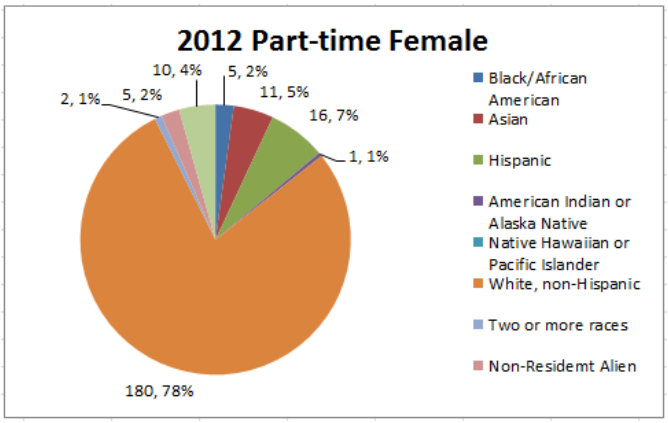


Table J.3. Faculty of Color by School (Historical)

	AY 2009-2010								AY 2010-2011							
	Combined FOC		N/S		Non-resident alien		White		Combined FOC		N/S		Non-resident alien		White	
School	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A&S	91	51%	16	46%	23	25%	456	50%	92	45%	12	29%	30	48%	453	48%
SOE	15	8%	2	6%	9	10%	92	10%	21	10%	3	7%	5	8%	105	11%
Fletcher	2	1%	0	0%	7	8%	48	5%	2	1%	0	0%	5	8%	50	5%
Friedman	0	0%	1	3%	0	0%	13	1%	1	0%	3	7%	0	0%	15	2%
TUSDM	39	22%	2	6%	32	34%	133	14%	47	23%	3	7%	18	29%	142	15%
TUSM	24	13%	12	34%	13	14%	114	12%	29	14%	19	46%	5	8%	110	12%
TCSVM	9	5%	2	6%	9	10%	65	7%	12	6%	1	2%	0	0%	69	7%
TUFTS TOTAL	180		35		93		921		204		41		63		944	

	AY 2011-2012								AY 2012-2013							
	Combined FOC		N/S		Non-resident alien		White		Combined FOC		N/S		Non-resident alien		White	
School	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A&S	94	43%	15	31%	30	46%	465	48%	105	46%	14	38%	19	31%	480	48%
SOE	24	11%	5	10%	4	6%	104	11%	25	11%	2	5%	3	5%	109	11%
Fletcher	2	1%	0	0%	5	8%	50	5%	2	1%	1	3%	5	8%	51	5%
Friedman	1	0%	4	8%	0	0%	15	2%	1	0%	3	8%	0	0%	16	2%
TUSDM	52	24%	5	10%	18	28%	152	16%	51	22%	3	8%	23	38%	156	15%
TUSM	32	15%	19	39%	5	8%	120	12%	33	14%	13	35%	6	10%	120	12%
TCSVM	14	6%	1	2%	3	5%	71	7%	13	6%	1	3%	5	8%	76	8%
TUFTS TOTAL	219		49		65		977		230		37		61		1008	

Table J.4. Faculty Gender by School (Historical)

	AY 2009-10		AY 2010-11		AY 2011-12		AY 2012-13	
School	Female	Male	Female	Male	Female	Male	Female	Male
A&S	299	337	297	290	307	297	310	308
SOE	28	90	31	103	32	105	32	107
Fletcher	14	43	13	44	13	44	16	43
Friedman	9	5	12	7	7	13	12	8
TUSDM	76	130	75	135	84	148	85	148
TUSM	58	75	60	103	62	114	68	104
TCSVM	36	49	35	52	37	52	41	54
TUFTS TOTAL	520	729	523	734	542	773	564	772

Appendix K:
Staff Data

Table K.1. Staff Race by School (Historical)

	AY 2009-2010								AY 2010-2011							
	White		POC		Non-resident Aliens		Unknown		White		POC		Non-resident Aliens		Unknown	
School	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A&S	473	81	76	13	6	1	28	5	446	80	83	15	7	1	20	4
SOE	89	72	17	14	4	3	14	11	84	71	20	17	5	4	10	8
Fletcher	65	83	9	12	2	2.5	2	2.5	59	80	11	15	2	2.5	2	2.5
Friedman	49	70	13	19	5	7	3	4	53	70	14	19	5	7	3	4
TUSDM	154	60	91	36	9	3	2	1	163	60	97	35	10	4	3	1
TUSM	250	64	109	28	18	4	15	4	260	62	121	29	25	6	13	3
HNRC	103	55	70	37	12	6	4	2	103	55	66	36	13	7	3	2
TCSVM	358	91	26	6.5	4	1	7	1.5	346	88	35	9	5	1	9	2
Central Administration	372	80	81	17	3	1	10	2	371	81	75	16	3	1	11	2
University Advancement	156	89	15	9	3	1.5	1	0.5	156	88	15	8	4	2	3	2
Operations	281	75	72	19	14	4	9	2	272	74	72	19	14	4	12	3
Tisch College	20	69	7	24	0	0	2	7	20	74	6	22	0	0	1	4
TUFTS TOTAL	2,370		586		80		97		2333		615		93		90	

	AY 2011-2012								AY 2012-2013							
	White		POC		Non-resident Aliens		Unknown		White		POC		Non-resident Aliens		Unknown	
School	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A&S	440	80	80	15	11	2	19	3	450	78	83	14	17	3	26	5
SOE	87	68	21	17	12	9	8	6	92	65	20	14	20	14	10	7
Fletcher	63	78	14	17	3	4	1	1	57	74	16	21	3	4	1	1
Friedman	68	74	16	18	5	5	3	3	78	76	16	16	5	5	3	3
TUSDM	178	59	107	36	12	4	3	1	178	59	107	36	13	4	3	1
TUSM	264	63	107	26	35	8	13	3	242	61	103	26	42	11	10	2
HNRC	105	57	63	34	14	8	2	1	98	57	55	32	16	10	2	1
TCSVM	344	88	31	8	8	2	7	2	321	91	22	6	6	2	5	1
Central Administration	379	78	85	18	5	1	15	3	399	78	88	17	5	1	19	4
University Advancement	149	85	18	10	4	2.5	4	2.5	141	84	20	12	4	3	2	1
Operations	278	73	72	19	14	4	18	4	284	73	71	18	15	4	18	5
Tisch College	15	75	5	25	0	0	0	0	19	83	4	13	0	0	0	0
TUFTS TOTAL	2370		619		123		93		2359		605		146		99	

Table K.2. Staff by Gender (Historical)

School	AY 2009-10				AY 2010-11				AY 2011-12				AY 2012-13			
	Male		Female		Male		Female		Male		Female		Male		Female	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A&S	159	27	424	73	154	28	402	72	148	27	402	73	169	29	407	71
SOE	71	57	53	43	62	52	57	48	65	51	63	49	64	45	78	55
Fletcher	25	32	53	68	21	28	53	72	23	28	58	72	1	2	60	98
Friedman	23	33	47	67	25	33	50	67	28	30	64	70	27	26	75	74
TUSDM	54	21	202	79	67	25	206	75	61	20	239	80	58	19	243	81
TUSM	142	36	250	64	150	64	269	36	140	33	279	67	130	33	267	67
HNRC	66	35	123	65	69	37	116	63	68	37	116	63	61	36	110	64
TCSVM	73	18	322	82	73	18	322	82	72	18	318	82	55	84	299	16
Central Administration	184	39	282	61	188	41	272	59	199	41	285	59	201	39	310	61
University Advancement	50	29	125	71	50	28	128	72	47	27	128	73	40	24	127	76
Operations	261	69	115	31	256	69	114	31	261	68	121	32	267	69	121	31
Tisch College	6	21	23	79	2	8	22	92	2	10	18	90	3	13	20	87
TUFTS TOTAL	1108		2019		1117		2011		1114		2091		1076		2117	

Table K.3. Staff by Race, Gender, and FT/PT Status AY 2012-2013

	Full-Time				Part-Time			
	Male		Female		Male		Female	
	n	%	n	%	n	%	n	%
Black/African American	72	33	149	67	1	25	3	75
Asian	91	40	137	60	6	50	6	50
Hispanic	37	38	61	62	3	30	7	70
American Indian	4	100	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	1	50	1	50	0	0	0	0
White, non-Hispanic	718	35	1354	65	43	15	244	85
Two or more races	3	13	21	87	0	0	2	100
Non-resident Alien	62	46	73	54	3	27	8	73
Unknown	42	48	45	52	6	50	6	50
TUFTS TOTAL	1030		1841		62		276	

Appendix L:
Resource List and References

References/Resources Utilized by the Working Group on the Undergraduate Student Experience

Miscellaneous:
2012-2013 Tufts University Fact Book
2013 Institutional Self-Study prepared for reaccreditation with the New England Association of Schools and Colleges (NEASC)
EEOC Recommendations for Diversity, Climate, and Inclusion Initiatives, 2011

Admissions:
Admissions Statistics for all Tufts schools by Race and Ethnicity
Tufts Enrollment Demographics: Peer Comparison
Tufts Enrollment Demographics: Peer Comparison: Graphs

Surveys:
2011-2012 AS&E Graduate Exit Survey by Race
AAMC 2012 Graduate Questionnaire
Diversity and Inclusion Climate Survey: Graduate and Professional Student Database
Tufts Senior Survey, 2011: Analysis by Race and Ethnicity
Tufts Senior Survey, 2011: Analysis by Gender
Tufts Senior Survey, 2011: Analysis by Sexual Orientation
Tufts Senior Survey, 2011: Analysis by Race and Gender
COFHE Senior Survey, 2012: Analysis by Race and Ethnicity
COFHE Senior Survey, 2012: Analysis by Race/Ethnicity and Gender
COFHE Senior Survey, 2012: Analysis by Race/Ethnicity and Gender: Supplemental Graphs
COFHE Senior Survey, 2012: Analysis by Race/Ethnicity and Gender: Data
COFHE Senior Survey, 2012: Analysis by Gender
COFHE Senior Survey, 2012: Analysis by Sexual Orientation
COFHE Senior Survey, 2012: Study Abroad

Campus Climate and Experience:
First Year, First Week Experience Survey
OEO cases, 2008-2012
Greek Life General Membership and Academic Report, Spring 2012
Career Center Diversity Appointments 2012
Career Center Grants, 2002-2012

Retention and Graduation Reports
2011 Retention/Graduation Report (2005 cohort – Term 06F [Class of 2009])
2012 Retention/Graduation Report (2006 cohort – Term 07F [Class of 2010])

Healthy Minds Survey
2010 Healthy Minds Survey: Analysis of Black/African-American students' responses
2010 Healthy Minds Survey: Analysis of GLBQQQ students' responses
2010 Healthy Minds Survey: Analysis of Asian and Asian American students' responses
2010 Healthy Minds Survey: Analysis of Hispanic students' responses
2010 Healthy Minds Survey: Concept and Variable Grid

T10 Strategic Planning Reports
T10 Strategic Planning Report on Teaching and Learning
T10 Strategic Planning Report on the Student Experience

Comparative Perspective and Benchmarking
ACE Issue Brief on African American and Hispanic Post-Secondary Attainment Disparities
Eliminating Racial Disparities in College Completion and Achievement: Current Initiatives, New Ideas and Assessment ("Teagle Report")

Focus Groups and Outreach:
Academic Resource Center Staff
Admissions and Financial Aid Staff
Alumni Leaders
AS&E Diversity Council
AS&E Faculty
Associate Deans
Bias Incident Reports, Fall 2012
Career Services and Alumni Relations Staff
Campus Life and Greek Life
Chaplaincy and Hillel
Diversity Luncheon for Seniors sponsored by the Diversity Council, May 14, 2012
Diversity Luncheon for Seniors sponsored by the Diversity Council, May 13, 2013
Equal Educational Opportunity Committee (EEOC)
Health and Wellness Services Staff
Open Forum for Undergraduates sponsored by the UWG, April 29, 2013
Representatives of the Arab-American and Muslim student communities

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[i] http://giving.tufts.edu/why_give/difference/2013difference/financialaid.html

[ii] President Monaco's Report on the February 22, 2013 Meeting of the Board of Trustees: http://president.tufts.edu/2013/02/report-on-the-february-2013-meeting-of-the-board-of-trustees/

[iii] Tufts Senior Survey, 2011: Analysis by Race and Ethnicity. White students' likelihood to choose Tufts again remained stable over this period. See Appendix H.

[iv] COFHE Senior Survey, 2012: Analysis by Gender. See Appendix H.

[v] See for example David Harris (project coordinator), "Eliminating Racial Disparities in College Completion and Achievement: Current Initiatives, New Ideas, Assessment," A Teagle Foundation Working Group White Paper, September 2006.

[vi] See Appendix H.

[vii] See Appendix H.

[viii] COFHE Senior Survey, 2012: Analysis by Gender. See Appendix H.

[ix] Diversity Luncheon for Seniors sponsored by the Diversity Council, May 14, 2012.

[x] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity. See Appendix H.

[xi] David Harris (project coordinator), "Eliminating Racial Disparities in College Completion and Achievement: Current Initiatives, New Ideas, Assessment," A Teagle Foundation Working Group White Paper, September 2006.

[xii] Microaggressions are brief and commonplace daily verbal, behavioral or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults toward people of color or other marginalized groups. Perpetrators of microaggressions are often unaware that they engage in such communications when they interact with racial/ethnic minorities. See Derald Wing Sue et al., "Racial Microaggressions in Everyday Life," in *American Psychologist*, May-June 2007, p. 271. Microaggressions in the classroom can include [but are not limited to]: Not correcting other students' biased assumptions in class, statements that dismiss or invalidate the student of color's racial reality or perspective, failure to provide a safe space for students to share their reality or perspective, failure to explicitly address issues of marginal/privileged identities in class in an informed way, unwillingness to accept a different racial reality from students of color, lack of attention to course materials that might contain

microaggressions. See Derald Wing Sue et al., "Racial Microaggressions and Difficult Dialogues on Race in the Classroom," in *Cultural Diversity and Ethnic Minority Psychology,* 2009, Vol. 15, No. 2, pp. 183-190.

[xiii] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity; Tufts Senior Survey, 2011: Analysis by Race and Ethnicity. See Appendix H.

[xiv] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity; Tufts Senior Survey, 2011: Analysis by Race/Ethnicity and Gender. See Appendix H.

[xv] COFHE Senior Survey, 2012: Analysis by Race and Ethnicity; and Diversity Luncheon for Seniors sponsored by the Diversity Council, May 14, 2012. See Appendix H.

[xvi] COFHE Senior Survey, 2012 Analysis by Race and Ethnicity. See Appendix H.

[xvii] COFHE Senior Survey, 2012 Analysis by Race and Ethnicity. See Appendix H.

[xviii] It is important to underscore the fact that the university never adopted a need-blind admissions policy but it was able to practice need-blind admissions for two years, admitting the classes of 2011 and 2012 under this practice. The economic crisis forced Tufts to pull back from the need-blind practice for the class of 2013.

[xix] T10 Strategic Planning Initiative Student Experience Working Group Final Report.

[xx] See Appendix H.

[xxi] 2012-2013 Fact Book. Administrators with faculty appointments are excluded from the data. Data includes only that faculty with paid appointments.

[xxii] Human Resource's Internal Demographics and Mobility Data, including transfers, promotions, and tenure statistics for 2010-2011, Demographic Composition of the Campuses (Staff and Faculty) by Race and Gender.

[xxiii] COFHE Senior Survey, 2012: Analysis by Gender. See Appendix H.

[xxiv] Diversity Luncheon for Seniors sponsored by the Diversity Council, May 14, 2012.

[xxv] Human Resource's Internal Demographics and Mobility Data, including transfers, promotions, and tenure statistics for 2010-2011, Demographic Composition of the Campuses (Staff and Faculty) by Race and Gender.

[xxvi] See Appendix H.

[xxvii] SJLI runs leadership training workshops once in the fall; in the spring semester higher participation rate requires three workshops run over three consecutive days including an outside expert. In 2012, a total of 166 students participated, including students associated with the G6 centers, Greek Life, Residential Life, Orientation leaders, Programming Board and unaffiliated students. In 2013, participants from the ACE Fellows Program, Academic Resource Center, Tisch College, FIT and Athletics are also anticipated to join. See Appendix H.

[xxviii] There are four inaugural ACE Fellows in 2012-13. There will be ten additional fellows in 2013-14. See Appendix H.