

**Ad Hoc Committee on Minority Faculty Recruitment:
Steps to Increasing Minority Faculty**

Enabling Language

Voted by the Faculty of Arts and Sciences, May 7, 1990 that the President of Tufts convene an ad-hoc committee made up of representatives from the faculty, including members of EEOC, EPC, the committee on Budget and Priorities, the Black Faculty Caucus, and from the senior level of the administration, to begin immediately to meet to formulate a concrete five-year plan for the active, aggressive recruitment and retention of a more racially and ethnically balanced faculty at Tufts.

This proposal was approved out of a sense that, despite the best efforts of many faculty and administrators, the number of minority faculty has not increased sufficiently to create the degree of diversity required to meet current and future educational needs.

This report starts with the proposition that creating a racially and culturally diverse faculty is important for academic excellence in the present historical context. For the purpose of this report, we use the term diversity to refer to the inclusion of those "racial, ethnic and cultural groups who are not adequately represented among our students, faculty and staff" (University of Michigan Mandate of 1989). Given that current demographic trends will result in a changing constituency for higher education, faculty diversity is important if Tufts is to continue to meet its intellectual mission. This position contradicts an (often unspoken) assumption that cultural diversity and academic quality are conflicting goals. We believe that an ongoing dialogue among the faculty that makes explicit these often implicit concerns about sacrificing pedagogic or research excellence for cultural diversity must be part of any long-term effort to build a multicultural faculty at Tufts.

Why Build a More Diverse Faculty at Tufts?

A great deal has been written on this subject and it is not our purpose to recapitulate all the arguments in favor of building a racially and culturally diverse faculty. Summarizing just a few, we would point out:

1. By the year 2000, one of three college-age Americans will be a person of color
2. By the year 2000, 47% of our school children (k-12) will be African-American or Hispanic.
3. The above facts suggest that if this country is to remain economically productive, it must build a skilled work force whose members will be drawn from all its varied communities. Yet, over the past 10 years enrollment of African-American students in the freshman class at Tufts has dropped from a high of 76 to a low of 32. For the good of this institution as well as of the broader society, we must take steps now to ensure that we are not marginalized in the education of those minority students who will eventually play leadership roles.
4. To this end, we must provide adequate support for those who do not fit into the current majority group definition. This will require a faculty able to provide mentoring roles for minority students, as

well as a sensitivity on the part of majority group faculty members to the special contributions, and special needs of minority students.

5. We must also recognize that part of our educational mission is to prepare all students, including those of the current majority group, for life in an increasingly multicultural society.
6. Recruiting and retaining minority faculty members will play a central role in achieving the above goals.

What Have We Already Done at Tufts to Build a More Diverse Faculty?

We view the recommendations in this report as part of the continuing effort of this university to serve the needs of its students. Any effort to attract and retain minority faculty should begin with an understanding of ongoing programs and accomplishments. We also recognize that any long term effort must address the issue of minority recruitment into academic careers beginning with grade school and continuing throughout the educational experience. The efforts we discuss here are part of a long history of changes and innovations at Tufts concerning faculty diversity. Some current efforts to address these needs include:

Faculty Hiring and Retention

1. On October 23, 1990, President Mayer sent a memo to all department chairs in Arts & Sciences and the Sackler School calling for strengthened efforts in "identifying ... qualified minority candidates to fill anticipated faculty vacancies" among other efforts to recruit minority faculty.
2. The A & S Policy Council(composed of the Vice President and the various Deans), on April 12, 1991, called upon each department in "discussing its strategic plan, [to] consider how these programmatic needs can be linked to recruiting minority faculty and [to] describe how ...recruitment efforts will maximize the chances of increasing the number of faculty from underrepresented groups."
3. Some departments have specifically defined new positions in such a way as to increase the likelihood of attracting minority candidates. Two examples are the decision to specify a position in World Literature in the English Department and in Race and Ethnicity in Sociology.

Development of Minority Student Population

Attracting and enrolling minority students has been a difficult task, despite the vigorous efforts of the admissions office. Much of our effort has focused on encouraging minority high school students to consider college and on giving them the requisite skills to facilitate their success. Some of the programs that have been developed on the Tufts campus include:

1. Summer S.C.O.P.E. Program. Funded by a \$1 million endowment from the Balfour Foundation as well as contributions from the Hughes Science Education Challenge Grant, this program brings 20-22 Boston area African-American, Asian, Hispanic and Native American high school students to Tufts for two summers. These students participate in the Conference Bureau's College Experience Program during the first summer and then enroll in the Summer School's TuftsStudy Program during the second summer. Cultural and college prep programs for these students continue during the academic year and Summer SCOPE staff members work closely with guidance counselors in local high schools to recruit and follow up progress for these students.

2. TEAM TUFTS. A small amount of private funding has been received and a larger grant proposal has been submitted for a program that pairs Tufts undergraduates (primarily minority students) with minority students from middle schools in the Somerville, Medford and Boston. This program is directed to encouraging minority undergraduates to pursue careers in teaching and to better prepare middle school students for college preparatory work in mathematics and science. If funded, this program will train undergraduates to mentor and teach science and mathematics to middle school students during a six-week summer program.
3. For the past three years, annual student-faculty dinners have been sponsored by the Provost and the African-American Center to discuss careers in higher education.
4. For the past two years, Tufts has participated in a summer program at Phillips Andover Academy that brings minority students in the summer between their junior and senior years in college to Andover. One of the primary goals of this program is to encourage minority students to become teachers, at any level. It also provides an opportunity for colleges which are members of a consortium to come to Andover and recruit graduate students.
5. Professor of Civil Engineering Linfield Brown took the lead in successfully competing for a grant which brought a National Urban Fellows in Environmental Sciences and Management program to Tufts. Currently, there are eight minority graduate Fellows enrolled in the program which is carried out with the cooperation of the Center for Environmental Management.

What Can We Do?

There is a tendency in the face of current budget crises to assume an attitude of resignation and defeat. We emphasize that although budget limitations make achieving the goals of this report more difficult, we should not use fiscal constraints as excuses to avoid dealing with ongoing problems. Also, while we attend here to the very real concern of a small pool of minority scholars from which to draw new faculty, we caution against the size of the pool becoming another excuse for not moving forward immediately. It is our view that there are fields where there are substantial numbers of minority Ph.D.s who can, given the right climate and circumstances, be attracted to Tufts.

Tufts is generally characterized by good-will and good intentions. Its failure to accomplish certain goals can often be ascribed to a failure to identify priorities and set in place long-term plans to accomplish these goals. We recommend the following as the starting point to develop a more racially and culturally diverse campus.

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I. IMMEDIATE STEPS

- A. We must implement policies that guarantee that minorities are considered seriously for new vacancies. The departments, the Vice President, and the A&S College Deans must view this goal as an important one and act on hiring decisions such that increasing minority faculty has at least an equal weight with other goals. To this end, we recommend:
 1. Whenever a position is being defined, the A&S College Deans shall require of each department that job descriptions be written to maximize the pool of minority applicants. Among the issues that need to be dealt with is how, in some fields, areas of study deemed "core" areas have often been defined such that scholars with interests in "minority" cultures are excluded. Attracting minority faculty may require a shift in these definitions. The departments and College Deans may find it necessary to consult with minority and other scholars outside of Tufts in formulating

job definitions.

2. Each department conducting a job search shall be required to submit to the College Deans a written plan for how it will attract as large a pool of minority candidates as possible.
 3. The College Deans shall use the above information in deciding which searches are designed to meet these goals and can thus go forward.
 4. An ongoing educational program for faculty to remind them of the urgency of this goal and to provide them with information helpful in achieving it must be conducted. The Vice President shall make funds available for this purpose. ✓
- B. The annual budget offered by the Vice-President of Arts, Sciences, and Technology shall include sufficient funds, at minimum one faculty salary line, to take advantage of unique opportunities to hire minority faculty. Given the very limited numbers of available minority faculty, it is essential that Tufts be prepared to make hires when opportunities arise.
 - C. The President shall direct the Development Office to make efforts to secure additional endowment and other funds specifically for the purpose of increasing faculty diversity through minority hiring.
 - D. We must be careful to evaluate applicants and not their institutions or mentors in our job searches. Focussing searches on candidates from only the most prestigious schools may lead to failure in recruiting minority faculty.
 - E. Departmental annual reports shall include a section on the issue of recruitment and retention of faculty from underrepresented groups. This should include a statement of specific activities to implement the goals of this report in any job searches. Departments may find it useful to consult with other institutions in the design of specific programs.
 - F. Specific practices must be put in place to ensure that all minority job applicants and faculty are provided with a welcoming and supportive atmosphere. Newly hired faculty must be mentored and all minority faculty should be provided with the resources to allow them to succeed here. These issues must be dealt with explicitly by department chairs and deans and shall be a component of each department's annual report.
 - G. Faculty, staff, administrators and students who have played a particularly active role in building institutional diversity should be acknowledged.
 - H. Finally, we request that the Academic Affairs Committee of the Trustees discuss with faculty and administration representatives how the trustees might help achieve the goals of this report.

II. LONGER TERM EFFORTS

- A. In order to increase the minority faculty presence at Tufts, we recommend that the Vice President for Arts, Sciences and Technology, together with the members of the A&S Policy Council, seek foundation and other outside support for minority visiting professorships. Potential sources of funding include the Department of Education White House Initiative which supports collaborative arrangements between historically black colleges and universities and predominantly white institutions.

- B. Programs with elementary and secondary schools should be strengthened by increased departmental, student and administration involvement in existing programs. To this end, we recommend that the Director of Community Relations:
1. work with individual departments or groups of departments to contact specific elementary/secondary schools for open houses. Funds for such programs should be made available from either A&S or the Provost's Office.
 2. work to develop consortia of student organizations to contact individual schools to work with minority students. The participation of minority student organizations is essential. At the level of K-12, role models and mentoring are vital.
 3. arrange a series of meetings between principals, teachers and Tufts administrators, at school sites and on campus, in order to strengthen the relationships between Tufts and the schools..
- C. Administrators of the SCOPE program, both in summer and during the academic year, should explore with departments possibilities for greater departmental participation in the program.
- D. The annual faculty-student dinner (see p. 3c) sponsored by the Provost and the African-American Center to discuss career opportunities in higher education needs to be supplemented. All faculty need to learn to mentor students of color more effectively. Special attention is required in those areas of science, mathematics, and engineering with the lowest numbers of minority students. We request that the Vice President, with the help of the appropriate members of the Dean of Students Office and the class Deans, assist departments in developing programs for attracting, retaining and mentoring minority students.
- E. A sub-committee of departmental chairpersons, in cooperation with minority student organizations and A&S administration, should begin organizing, by disciplines, appropriate activities to inform the minority population of career opportunities in their fields.
- F. The Dean of Undergraduate Education should identify appropriate historically black colleges and universities (HBCUs) for the purpose of student exchanges, either during the junior year or another suitable time. Minority undergraduates, when appropriate, should be considered as possible graduate students for our own programs. Also, at the departmental level, there should be a systematic outreach to historically black colleges to inform them of graduate programs and opportunities at Tufts.
- G. We recommend that during their sophomore years minority students from Tufts be invited to apply for fellowships to spend their summers participating in research in Tufts graduate departments and, perhaps, taking a course in summer school. Graduate students from participating departments would receive additional stipends for mentoring such students. At the end of their second summer, promising undergraduates would be encouraged to apply for early admission to Ph.D. programs at Tufts or elsewhere.
- Further, to encourage consideration of doctoral programs by African-American students from selected HBCUs, the same fellowship program should be made available.
- H. The Vice President for Arts, Sciences, and Technology or his or her designee shall be responsible for the implementation of this report. This may require additional staffing and must not simply added as an overload to existing administrative responsibilities. The Vice President shall work with the Faculty Liaison Committee and report annually on progress toward achieving the goals put forth in this report to the Arts and Sciences faculty at its October or November meeting.