



To: Arts, Sciences and Engineering Faculty

From: Susan G. Ernst, Dean of the School of Arts & Sciences
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Linda M. Abriola, Dean of the School of Engineering
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Re: Report of the Kaleidoscope Group for Tufts University on Faculty Retention

Date: May 2004

In Spring 2002, Arts, Sciences & Engineering contracted with the Kaleidoscope Group, a consulting firm with over 25 years of experience in the area of cultural change and diversity, to conduct a study of faculty retention.

The AS&E administration has been tracking the retention rates (percent of faculty who are still at Tufts) of annual cohorts of all tenure-track and tenured faculty hired since AY 1990-1991. The data on the first six cohort years of this study (faculty who were hired in searches/hires that took place from AY 1990-1991 through AY 1995-1996), show that there are differences by both gender and race in the retention rates of these faculty: As of November 2002, the retention rates by group were: Asian men 40%, Asian women 50%; Black men 40%, Black women 0%; Hispanic men 25%, Hispanic women 50%; White men 70%, White women 42%. The overall retention rate for White faculty was 57% (56 hired, 32 still at Tufts); for faculty of color 35% (26 hired, 9 still at Tufts); for men 59% (44 hired, 26 still at Tufts); for women 39% (38 hired, 15 still at Tufts).

In AY 2000-2001, then-Vice President Mel Bernstein convened an Ad Hoc Committee on Faculty Retention to examine the issue of faculty retention in Arts, Sciences & Engineering at Tufts. At the recommendation of this committee, as well as of student representatives of the Pan-African Alliance, the AS&E administration decided to hire an outside consultant to develop qualitative information that would help us to understand the quantitative information that we already had. We wanted the outside consultant to develop and then carry out an initial program of interviews with faculty so that we could begin to understand why faculty leave, or stay, at Tufts. The Kaleidoscope Group was chosen for this work. We have been working with Doug Harris, a Tufts alumnus, who is one of the principals of the Kaleidoscope Group.

We decided to study the six-year cohort of faculty who had been hired between AY 1990-1991 through AY 1995-1996 because by AY 2001-2002, almost all of these faculty had been at Tufts long enough for their tenure probationary period to have been completed. Of the 82 faculty in this cohort, all but 8 had either completed their tenure probationary period at Tufts or left the university -- it is these 74 faculty members who were included in the Kaleidoscope study.

The 74 faculty were contacted initially by the deans of the School of Arts & Sciences and the School of Engineering, as well as by the Ad Hoc Committee on Faculty Retention, to let them know that the Kaleidoscope Group would be getting in touch with them. We assured the faculty that Kaleidoscope would keep all of the information that they gathered in their interviews strictly confidential. Kaleidoscope would produce an assessment report that would provide Tufts with the key findings of their research, but would not be sharing with us any information that could be identified with any individual.

The Kaleidoscope Group conducted their interviews during the Summer and Fall of 2002, and we received their final report in Fall 2003. Kaleidoscope was only able to interview 38 of the 74 faculty. They interviewed 65% of the males and 35% of the females; and 59% of the White faculty and 35% of the faculty of color. Both we and Kaleidoscope found these response rates disappointing.

What follows is

- The Thematic Summary Report by the Kaleidoscope Group.
- an update on steps taken at Tufts in recent years that have bearing on some of the issues raised in the report.

**Tufts University
Faculty Retention Study**

Thematic Summary Report

The Kaleidoscope Group LLC

INTRODUCTION

The Kaleidoscope Group was retained to conduct an assessment survey for the retention of faculty for the cohort hired between 1990-1991 through 1995-1996. The survey was to include individual interviews with all faculty hired during that timeframe. The purpose for conducting the survey was to better understand the discrepancy between the retention numbers for people of color and women faculty in comparison to white males.

The overall findings of the survey generally indicate that the issues facing majority faculty are often the same issues facing people of color and women. However, because of the cultural differences, the issues are personified. This means that any issue the entire faculty might experience is heightened because of cultural differences. For example, if finding housing is an issue for all staff pursuing tenure, this challenge becomes more complex when you feel limited in the areas you would feel comfortable living. If direction and mentoring from senior faculty is required for acceptance as a tenured faculty member, the sensitivities associated with giving critical feedback to those who are culturally different heightens the challenge. There appears to be a lack of awareness and understanding regarding this personification.

If we don't understand these cultural nuances, we will prescribe a "one size fits all" solution that does not consider the cultural nuances. So often in the world of differences, as a way of relating to our colleagues, we respond to their challenges by saying "the same thing happens to me." Even though the challenges might appear similar, the impact could differ tremendously based on cultural differences. Understanding this difference is important.

This introduction contains a theme summary that will highlight the key themes uncovered in the retention assessment. Further development and details can be found in the actual report. In order for a theme to be recognized as such there must be an agreement amongst the majority of the interview body.

ASSESSMENT DEMOGRAPHIC RECAP

Total of 74 names submitted. 38 interviewed.

Attempts were made by both email and phone to all 74 names. Lack of updated contact information or no response to our repeated calls accounts for those not interviewed. Interviews ran between 45 to 60 minutes depending on how much the interviewee was willing to share. We had a list of questions, which had been reviewed by Tufts prior to the work, and typically followed that sequence. If, for some reason, the interviewee went off on a tangent because we hit a key concern, we would explore that and then return to our sequence of questions. At no time did we allow the interview to become simply a “gripe session.”

28 White Males: 19 interviewed (1 refused to be interviewed)

23 White Females: 11 interviewed (2 refused to be interviewed)

5 Black Males: 3 interviewed

4 Black Females: 0 interviewed

5 Asian Males: 2 interviewed

5 Asian Females: 0 interviewed

2 Hispanic Males: 2 interviewed

2 Hispanic Females: 1 interviewed (1 refused to respond)

THEME SUMMARY

COMMON THEMES REGARDING STRENGTHS

- A. Quality of students and teacher-student relationships
- B. Quality of community of faculty colleagues
- C. Size of university promotes comfort
- D. Geographical location in Northeast and being in the Boston area

COMMON ISSUES OF CONCERN

- A. Salaries are too low in terms of the high cost of Boston living
- B. Housing difficult at all faculty levels but particularly for junior faculty
- C. Gap between administration and academics and lack of faculty input into decision making
- D. The tenure system is seen as inflexible and the path to its achievement is not clear. It is more frustrating and has been humiliating for some women.

- E. Tufts does not connect the need to recruit high quality graduate students as a major ingredient in research support.
- F. Repairs to the infrastructure needed
- G. There is a lack of formal orientation and minimal on-going support for junior faculty
- H. Some mixed views regarding the balance between teaching and research
- I. There are divergent views regarding support for women and minority faculty

UNIQUE ISSUES FOR PEOPLE OF COLOR FACULTY

- A. Issues of housing in Boston area
- B. Additional pressures of serving as role models and mentors for minority students
- C. Lack of job satisfaction and greater opportunities elsewhere
- D. Need a greater sense of community inside and outside Tufts
- E. Lack of understanding of the impact of diversity at Tufts

UNIQUE ISSUES FOR WOMEN FACULTY

- A. Perception that some women faculty are not seen as equal to men and not valued

FACULTY RECOMMENDATIONS

- A. Increase salaries
- B. Support the addressing of housing concerns
- C. Junior faculty mentoring and orientation
- D. Develop a clear vision for retention of women and people of color
- E. Continuously candidly assess faculty retention
- F. Diversity training for faculty
- G. Improve facilities
- H. Create a top-notch graduate program
- I. Address women issues in Engineering School
- J. Increase interdisciplinary and inter-departmental efforts

COMMON THEMES REGARDING STRENGTHS

A. QUALITY OF STUDENTS AND TEACHER-STUDENT RELATIONSHIPS

All those interviewed spoke to the importance and pleasure of interacting with the students both inside and outside the classroom. Some faculty, while going through difficulty in their tenure process, said the students were what kept them going.

B. QUALITY AND COMMUNITY OF FACULTY COLLEAGUES

This issue was of great importance to virtually all of the male and most of the female respondents. They used words like collaboration, dedicated, and committed.

C. THE SIZE OF THE UNIVERSITY PROMOTES COMFORT

The size of the university promotes an intimate feeling and respondents felt there was comfort in not working for a large, impersonal institution.

D. GEOGRAPHICAL LOCATION IN NORTHEAST AND BEING IN THE BOSTON AREA

The general outlook for the respondents was that the academic atmosphere was heightened by the close proximity to other universities in the area. Also other scholarly activities are constantly available to both students and faculty.

COMMON ISSUES OF CONCERN

A. SALARIES ARE TOO LOW IN TERMS OF THE HIGH COST OF BOSTON LIVING

This issue was the highest priority of faculty concerns related to attraction and retention. They do not expect the salaries to equal Harvard and MIT; however, they feel that Tufts is lagging behind similar size institutions. It is causing great difficulties, particularly when families are involved, in keeping up with day-to-day living expenses. Some respondents might have adequate salary but could not find adequate housing near campus. Other respondents find it difficult to find adequate housing anywhere because of a combination of low salary and the Boston area cost of living. Yet others find they have satisfactory housing and "adequate" salary, but feel that Tufts' salary scale is considerably lower for comparable positions in similar institutions.

B. HOUSING IS DIFFICULT AT ALL FACULTY LEVELS BUT PARTICULARLY FOR JUNIOR FACULTY

This issue closely followed the concerns around pay. Respondents named other institutions that bought property around their college or gave examples of some universities that subsidized housing particularly where junior faculty were involved.

C. GAP BETWEEN ADMINISTRATION AND ACADEMICS AND LACK OF FACULTY INPUT INTO DECISION MAKING

It was perceived by many that there has been a divide between the administration and the faculty, that the communication of goals has not been clear and that important decisions are made that directly impact faculty without their input. It has engendered a sense of us and them.

D. THE TENURE SYSTEM IS SEEN AS INFLEXIBLE AND THE PATH TO ITS ACHIEVEMENT IS NOT CLEAR. IT IS MORE FRUSTRATING AND HAS BEEN HUMILIATING FOR SOME WOMEN.

This issue was voiced in all segments of the faculty population. There was a sense of not knowing what the standards were and what would be required. Questions were raised by males and females around the subject of how pregnancy should be accommodated during the tenure process. Some women felt there was gender bias involved. There were a number of respondents who felt the tenure track was fair but there were enough comments to the contrary, particularly as it impacted women, that we saw this as an important issue to be discussed. Pregnancy and maternity leave have been experienced as barriers to tenure, which is perceived as discriminatory and demeaning by both women and some of their male colleagues.

E. TUFTS DOES NOT CONNECT THE NEED TO RECRUIT HIGH QUALITY GRADUATE STUDENTS AS A MAJOR INGREDIENT IN RESEARCH SUPPORT.

There were some respondents in departments where research was honored and supported. Many, however, felt that Tufts lacked insight around the need for a strong, overall graduate student program which is a necessary support for high quality research efforts. The general consensus was that Tufts put great emphasis on the undergraduate programs but much less on graduate programs. This was seen as a retention issue by those who wanted to further research but lacked the graduate student support.

F. REPAIRS TO THE INFRASTRUCTURE NEEDED

The faculty desires that Tufts be an outstanding institution in all ways, both academically and in plant facilities. Many brick and mortar upgrades were cited by the respondents as necessary to presenting the university in the best light. Without the resources and commitment,

however, the needed repairs and additions will not happen and the image and prestige of Tufts will suffer.

G. THERE IS A LACK OF FORMAL ORIENTATION AND MINIMAL ONGOING SUPPORT FOR JUNIOR FACULTY

The need for mentoring was mentioned at all levels and was seen as a very necessary component of a good retention policy. Helping new and junior faculty to learn the ropes, understand the tenure process, and integrate into the community was seen as a powerful tool for keeping faculty on board.

The words “lacking formal orientation” are ours and seemed to capture the perceptions regarding the treatment of processes such as tenure, mentoring, grant writing support and junior faculty roles. Faculty seem to feel that there is no guidance system in place for faculty to follow in regard to these processes. Many individuals experienced that such guidance depended upon having the chance of securing a supportive department head. Junior faculty often perceived that politics were more important than qualifications in terms of their orientation to the Tufts culture; they feel that mentoring and orientation are important to the future success of junior faculty.

H. SOME MIXED VIEWS REGARDING THE BALANCE BETWEEN TEACHING AND RESEARCH

There were very different perceptions of the balance between teaching and research at the university. In some cases, it depended on the department, but in general, there was little agreement on which had greater weight or if there was a balance to be achieved.

I. THERE ARE DIVERGENT VIEWS REGARDING SUPPORT FOR WOMEN AND MINORITY FACULTY

There are conflicting views regarding how much and what kind of support is provided to women and people of color faculty. It appears to be an area where there is a need for administration to set standards, communicate them effectively, enforce them vigorously, and provide the appropriate diversity education.

What we found important was that so many Whites were aware of the difficulties encountered by their African American or Asian colleagues. This, in itself, is highly unusual and usually demonstrates the sensitivity of peers to issues of diversity. What strongly emerged in the interviews is that almost all groups acknowledge that it's easier if you're white and male and more difficult if you're female or a person of color. There are always one or two exceptions to this, but the prevailing view came through loud and clear.

UNIQUE ISSUES FOR PEOPLE OF COLOR FACULTY

A. ISSUES OF HOUSING IN BOSTON AREA

Uniquely for African Americans, there is a historical component regarding Boston's lack of acceptance or tolerance for African Americans. This creates a negative image of the area as African Americans are invited to join the Tufts faculty.

As with other faculty, African Americans experienced the high cost of housing in the area, but they also experienced the issue of where their children would be educated. Many of the nearby public schools are in areas where they may not want to live, and if they send their children to private schools it would be a heavy burden on their salaries.

B. ADDITIONAL PRESSURES OF SERVING AS ROLE MODELS AND MENTORS FOR MINORITY STUDENTS

As with other faculty, African Americans spoke of the need to balance teaching, administration, committee work, research and publishing with having a life. This was particularly overwhelming for junior faculty. African American faculty perceive Tufts to value their role in supporting African American students; however, since there are so few African American faculty members, they believe there is a lack of understanding by the Administration about the double workload since these faculty members serve on many committees and have additional student contacts.

C. LACK OF JOB SATISFACTION AND GREATER OPPORTUNITIES

Many minority respondents felt there were not the same opportunities to be creative and to contribute new ideas which drained their energies. At the same time, they experienced many at Tufts resisting change (or believing there were no reasons to change) which could encourage minority faculty to want to stay. Lack of graduate programs was felt to slow their scholarly growth.

D. NEED A GREATER SENSE OF COMMUNITY INSIDE AND OUTSIDE TUFTS

Minority faculty felt there must be a faculty community to support junior faculty in understanding the key factors for tenure and in providing orientation for junior faculty. For those African Americans who have a sense of community, it was one of the key reasons to stay at Tufts. Many of those who left reported a lack of community.

E. LACK OF UNDERSTANDING OF THE IMPACT OF DIVERSITY AT TUFTS

There is an overall view by minority faculty that people at Tufts are well meaning but have a lack of awareness of the impact of diversity and race issues. One Hispanic faculty member was told he could succeed if he dropped the accent. An Asian faculty member felt the diversity issues are invisible at Tufts.

Lack of awareness of the impact of diversity and race issues is not unusual in organizations nor is it confined to universities. It is the combination of several factors such as Whites not having the life experiences of a person of color, a belief in stereotypes that have never been challenged, and the lack of a forum, formal or informal, to bring these biases, often subtle, into the light and to diminish them. Thus, when some situation occurs that might be devastating to a person of color faculty member, it can be seen as unimportant to a White faculty member or administrator.

UNIQUE ISSUES FOR WOMEN FACULTY

A. PERCEPTION THAT SOME WOMEN FACULTY ARE NOT SEEN AS EQUAL TO MEN AND NOT VALUED

Engineering was specifically mentioned because the loss of female junior faculty seemed severe. More than five other departments outside of Engineering came under criticism for the lack of support or demeaning behavior by department heads or the Administration.

FACULTY RECOMMENDATIONS

Respondents were asked to give recommendations that they felt would create a stronger retention process. Following is a summary of those recommendations.

A. INCREASE SALARIES

- Raise salaries to be comparable to other institutions of our size.
- Better salaries across the board; people are really underpaid.

B. SUPPORT THE ADDRESSING OF HOUSING CONCERNS

- Develop a program for better housing for faculty and graduate students.

- Look for ways to provide more reasonable housing for junior faculty specifically, but all faculty in general.
- Tufts may help African American faculty find housing so they face less discrimination.

C. JUNIOR FACULTY MENTORING AND ORIENTATION

- Insist that junior faculty be mentored. Every new faculty member matched with a mentor; somebody who can explain the ropes, explicit and implicit.
- Support junior faculty; don't wait until they're unhappy.
- Include constructive, honest feedback to junior faculty before they become dissatisfied.

D. DEVELOP A CLEAR VISION FOR RETENTION OF WOMEN AND PEOPLE OF COLOR

- Foster an environment of success for women and people of color faculty.
- Review how much you ask faculty of color to do; create rewards.
- Get department heads together to create a vision that their departments need to foster an environment of success for women. All faculty must also feel this need and be unified. If retention of women and minority faculty are not part of the vision it will not happen.
- These especially talented faculty are sought after very competitively; we must have the financial support to attract as well as retain.
- Need to find ways to deal with the Boston culture as it relates to African Americans in particular. It is not a comfortable atmosphere in which to live.
- More faculty input is necessary when a faculty member who doesn't fit the norm approaches tenure.
- Need institutionalized methods to bring us together as African American faculty. This would not be an opportunity to complain, but to interact with those of similar cultures and help each other better acclimate to the Tufts environment. This may be helpful to other people of color groups.
- Need a larger critical mass of Black scholars at Tufts; didn't develop a circle of like-minded scholars. Need that sense of unity to help productivity. Create this before faculty decide to leave.

E. CONTINUOUSLY CANDIDLY ASSESS FACULTY RETENTION

- Look at where faculty are going and what they are gaining so Tufts can match that.
- Let people know they are valuable to Tufts prior to their decision to leave. Don't wait until faculty have another offer.

F. DIVERSITY TRAINING FOR FACULTY

- There are the best of intentions but there is scholarly ignorance around managing diversity; the training should be required or give an incentive.
- It is difficult to communicate the inequalities of our society because people don't see them. We need new solutions and we're not finding them. Must find new paradigms.

G. IMPROVE FACILITIES

- Improve facilities in the Arts area and throughout many other departments as well. It is embarrassing to show them to prospective students.
- Review lab facilities and the number of labs in relation to the number of faculty that require them.

H. CREATE A TOP-NOTCH GRADUATE PROGRAM

- Be clear on the balance between research and teaching; there are mixed messages and perceptions in this regard.
- Develop a greater sense of importance about graduate studies at Tufts, which are connected to the strength or weakness of faculty research.
- Invest in developing strong research teams.
- Provide opportunities for professors to do their research.

I. ADDRESS WOMEN ISSUES IN ENGINEERING SCHOOL

- Establish clear expectations of faculty in the Engineering School because there is no tolerance for different points of view and that can make minorities and women seem out of touch.
- Until change becomes part of the department culture there will be no change.
- Some departments are diverse which helps them move forward faster. The interpersonal interactions weigh heavily on faculty retention. We need nurturing environments.

J. INCREASE INTERDISCIPLINARY AND INTER-DEPARTMENTAL EFFORTS

- Need to bring scholars together to create interdisciplinary groups of faculty. We need more interdisciplinary activity and planning.



Update on Retention Strategy

**From: Susan Ernst, Dean of the School of Arts and Sciences
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Kevin Dunn, Dean of Academic Affairs for Arts and Sciences
Vincent Manno, Associate Dean of the School of Engineering
Margery Davies, Director, AS&E Office of Diversity Education and Development**

The report of the Kaleidoscope Group provides a great deal of useful information about faculty retention in Arts, Sciences and Engineering at Tufts. In particular, by identifying the strengths and weaknesses in our efforts to retain faculty, it enables us to isolate strategies for improvement. The cohort studied, however, was hired between 1991 and 1996, and some of those interviewed no longer teach at Tufts. Many of those interviewed for the study left the university or went through the tenure process before several significant changes were made in areas such as housing and faculty leave policy. Therefore, the report allows us to measure our progress over the last dozen years, to assess where we stand now, and to plan for the future. The update that follows is divided into three sections that treat 1) the problems raised in the report that have been addressed by new resources and policies; 2) the problems that have been incorporated into strategic planning for the future; 3) and the problems that still need to be made part of the planning for Arts, Sciences and Engineering.

Problems Addressed

The most heartening fact to come out of the report is that many of the problems described we have either been addressing or have become part of our strategic planning. The report identifies the following areas that have already been actively addressed, if not completely solved.

1) Affordable housing

Housing will continue to be a problem into the foreseeable future. Since this report was commissioned, however, Tufts has created a bank of transitional housing to help incoming faculty, particularly junior faculty, find their way into the Boston market. This program has been extremely successful, and with the opening of the apartments in the

Hillside School, we have been able to offer apartments to an even larger number of faculty.

2) Gap between administration and faculty/lack of faculty input in decision making

Although this gap, perceived and real, will perhaps always exist between any faculty and its administration, real strides were made to bridge it with the creation in 2000 of an Executive Committee of the Faculty. This committee is charged with collecting and assessing the interests

of the faculty and with bringing those interests to the floor of faculty meetings. The Executive Committee now works with the President, Provost and deans to set the agenda for AS&E faculty meetings. It is regrettable that many junior faculty do not attend faculty meetings to express their views or to understand how decisions are made at Tufts. The Higher Education Initiative, begun in 1998, brought faculty and administrators together to create academic priorities. The School of Engineering conducted a school-wide strategic planning process in 2001-2, followed by department-specific self-assessments and outside reviews last year. These activities have established clear school-wide educational and research priorities. The School of Arts and Sciences is at present engaged in strategic planning in which departmental long-term plans and feedback from faculty are the basis for setting strategic themes and priorities for the school.

3) Women and the tenure system

Within the last year, a faculty committee chaired by the Dean of the School of Arts and Sciences, Susan Ernst, proposed a new policy allowing parents who are the primary caretaker to defer their tenure decision by one year. The policy is now in practice, and faculty may use this benefit up to two times. This benefit is available to all new parents in AS&E – men as well as women, adoptive as well as biological parents. We are hopeful that this policy will help to address some of the difficulties that women in particular have experienced in combining the demands of parenthood and a tenure-track position.

4) Graduate Study and Research

Members of the new administration, including President Bacow, Provost Bharucha, Dean of the School of Arts and Sciences Susan Ernst, Dean of Engineering Linda Abriola, Dean of the Graduate School Robin Kanarek, and Dean of Academic Affairs for Arts and Sciences Kevin Dunn, have made it a priority to raise the level of support to graduate students, and to integrate graduate studies into every phase of strategic planning and program innovation. Dean Kanarek and Associate Dean of Engineering Vincent Manno, then Interim Dean of Engineering, raised graduate student stipends substantially, working to bring them onto a competitive footing with our peer institutions. Further increases in graduate funding have been made a priority of AS&E planning.

5) Infrastructure

We will address infrastructure further below, but it should be noted that several of the instances cited by faculty, including the library, have improved dramatically. The Olin building, housing both classrooms and office space, was brought on line in 1991; the Psychology building opened more recently, in 2001. The University has initiated a comprehensive master planning process for the Medford campus and the administration has already identified building initiatives to expand high quality research and education space as an urgent priority.

6) Orientation and Support for Junior Faculty

This section of the report more than any other shows the distance we have come. Several respondents suggested that there was no faculty development for junior faculty, and while this was never the case, there have nonetheless been marked improvements. While Dean of Natural and Social Sciences, Susan Ernst created and implemented the junior faculty leave, for which all tenure-track faculty past their second year are eligible. There are also two Mellon fellowships for supported leave for junior faculty, and these fellowships have been in turn supplemented by two more internally funded grants for a term of supported leave. Therefore all junior faculty receive a term of supported leave and many now receive a full year to enable them to work full time on their research and scholarship before tenure. All faculty are eligible for travel grants from their departments, and the Deans' offices provide additional funding for travel, taking care to be especially generous to junior faculty. The Provost is working with the deans to increase these funds. FRAC grants are available for various kinds of research support, three programs exist to help teachers develop writing and critical thinking in their courses, and the administration is giving more money for start-up costs in all fields and disciplines. In addition, the deans have moved to a fuller orientation program, and one that continues over the course of the faculty member's first two years at Tufts. Of particular note is Dean Kanarek's segment to help junior faculty with grants and other aspects of research and scholarship.

7) Balance between teaching and research

As the administration has reaffirmed Tufts' commitment to excellence in the classroom as well as to rigorous research programs, it has been unequivocal in its assertions that both of these elements are essential for the faculty member, at the time of tenure and beyond. Second and fourth year reviews are used to make clear to junior faculty whether or not they are effectively balancing teaching, research and service. We believe that more needs to be done at the department level to mentor junior faculty about the field-specific standards for tenure and how to achieve those standards.

8) Diversity training

Workshops for faculty interested in the issues of teaching diverse student populations have been offered for the past eight years in AS&E.

9) Continuously assess retention

The Kaleidoscope Group report itself is but one piece of this continuing assessment. Working with the Office for Diversity, Dean Ernst has assembled data on retention, built an analysis of that data into strategic planning, and regularly discusses that planning with the Board of Trustees.

Issues addressed in AS&E goals and strategic planning

1) Faculty salaries

There is no doubt that this is a central issue in faculty retention. Although considerable progress has been made in improving faculty salaries, continued improvement is near the top of the President's and Provost's priorities. We are budgeting more aggressive amounts for new hires and continuing to create large adjustment pools to bring up the salaries of the present faculty.

2) Infrastructure and facilities

The Medford campus needs new and refurbished labs, classrooms, performance space and office space. Both the quality and the quantity of facilities remains an issue despite progress. The administration is now working on a campus master plan and the necessary fund-raising to redress these issues.

3) Diversity training

The Executive Committee of the Faculty has introduced, and the faculty endorsed, a proposal to encourage regular diversity training at the departmental level. A program of department level discussions of issues around race/ethnicity in the classroom has been launched in AY 2003-04. In addition, discussion of diversity-related issues and faculty retention has been on the agenda of several Chairs' meetings, including a workshop in Fall 2003.

4) Women in the School of Engineering

The School of Engineering has recently established a Program for Women in Science and Engineering to address the recruitment and retention of women undergraduates and graduates in these disciplines. An interim Director has been named for this Program and a strategic planning effort is currently underway to develop a mission statement and organizational structure. The scope of this Program has recently been broadened to encompass minority students and faculty from these same underrepresented groups.

Issues yet to be addressed

1) Mentoring

The report mentions faculty complaints about the mentoring of junior faculty. Mentoring appears to be effective in some departments and far from effective in others. The School of Engineering started a faculty mentoring program last year but the program is very much a work in progress at this time. The administration should consider a program to work with department chairs, first to learn what some departments do to create good mentoring and then to encourage regular mentoring across Arts, Sciences and Engineering.

2) Diversity training

Work needs to be done between the deans' offices and the Affirmative Action Office to make diversity training a more fully integrated part of faculty orientation, as well as an ongoing part of faculty development. This training should extend both to faculty on student issues but also to administrators, department chairs and other faculty who mentor, review and otherwise deal with faculty. It should treat the issue the report calls "personification," namely, the manner in which a problem that might face any faculty member takes on a different and more difficult cast when someone from a traditionally underrepresented group has to deal with it. Such matters are often hard for members of the majority group to see, so care needs to be taken to raise the awareness of what might otherwise be invisible.

3) Clear Vision for Women and People of Color

The University should do more to integrate its various diversity programs to create a vision that is not only helpful in retaining women faculty and faculty of color, but which is distinctive to the particular character of Tufts. The administration should develop a retention vision that would create overall goals and techniques, and offer departments assistance in developing individual means for retaining faculty, particularly women and faculty of color.