The full Committee met three times each semester. We were joined at our December meeting by Provost Jamshed Bharucha who delivered a PowerPoint presentation entitled "Diversity at Tufts From 2001 and Beyond" which had been shown to the Trustees and others.

1. Faculty Mentoring

The Committee heard from several members who have been involved with the faculty mentoring programs. The A&S faculty mentoring program is administered by Jillian Dubman, Executive Assistant to Dean Sternberg. There are two mentors assigned to each faculty member, one inside and one outside the department. One new faculty member found interaction with the outside mentor to be somewhat awkward. There were formal events scheduled for the whole group of mentees, some of which lasted a half day, which seemed too long to some participants. This faculty member also informed us that the program continued beyond one's first year and she found the mentor to be more useful in her second year.

An informal report also was made by Laurie Baise on the engineering faculty mentoring program. Fifteen engineering faculty members were sent surveys about the mentoring program and nine responded. Positive experiences closely correlated with the amount of initiative taken on by the mentee to engage the mentor. Each junior faculty member was paired with both a mentor inside and outside the department. In general the inside mentors worked better. (Some people didn't even know who their outside mentors were.) It was clear that more faculty were needed to serve as outside mentors. Chairs should be encouraged to get more of their department members involved. Follow-up is also lacking. The Committee agreed that a single person should be in charge of the program.

2. Campus Accessibility

The Committee discussed a major piece missing in services to students and staff with disabilities. While classroom accommodations have been made on an ad-hoc basis, there is still a general lack of accessibility. It took months just to get an automatic door installed at the Bookstore. Meetings and special programs are often held in inaccessible locations, and the organizers are usually unaware that they have been given an inaccessible site.

Also noted was the glaring lack of attention paid to accessibility issues in the original version of the Campus Master Plan. The Campus Planning and Development Committee responded to this in a letter addressed to members of the Master Plan Steering Committee dated March 16, 2005. (http://www.tufts.edu/programs/mplan/feedback.pdf)
The topography of the Medford Campus means that it is already difficult to traverse the campus for people who are mobility-challenged, either permanently or temporarily (on crutches because of injury, e.g.). We commend Rawn and Associates for paying particular attention to how individuals make their way around campus and integrating this into the Master Plan. However, their study was heavily weighted by input from people who are not mobility-impaired. We further would like to stress that easier access around the campus should be a guiding principle of the Master Plan. Tufts should go above and beyond the level of accessibility inherent in the Americans With Disabilities Act. We should not be a campus that simply meets the requirements and letter of the law; we should use this planning opportunity to think creatively about building, pathway/roadway, and landscaping designs that are both functional and truly accessible for all the members of our community. We urge the architects and administration to consult with faculty and students who face mobility challenges for their valuable input, as well as perhaps the EEOC, who is working on disability issues on campus.

During the spring semester the Committee expressed dismay at the seemingly long delays in snow and ice removal after major storms.

3. **Bookstore and Buy-backs**

Undergraduate Committee members kept us informed of issues addressed by the TCU Senate. One issue taken up by the Senate Education Committee is an effort to persuade the bookstore to relax its buy-back policy. The bookstore will buy books back at full price for only one week, even though the add/drop period is two weeks long. The best situation for students would be if they had the option to buy their books online. The problem is that some professors are unable to provide their book lists early enough to make this possible. We discussed the fact that most of the large courses, e.g. in the sciences, know which (expensive) textbook they will be using well in advance. It would help students to know even some of the texts in advance. It seems professors might be more willing to decide on books early if they know how much of a financial difference this could make for their students. The Committee recommends that academic departments post textbook lists on their websites to give students buying options.

4. **By-Laws**

The co-chairs of EEOC met with the Executive Committee and agreed upon the following proposed new bylaws (which were later approved by the faculty) to better reflect the Committee's composition and charge:

A **Committee on Equal Educational Opportunity**, consisting of five or more members of the Arts, Sciences and Engineering faculty serving 5-year terms and five elected students from Arts, Science, and Engineering.

The following administrators or their designees shall be ex-officio members without vote: The Deans of Undergraduate Education, Student Affairs and Admissions, the Director of the Office of Equal Opportunity and Affirmative Action, the Affirmative Action Officer of Arts, Sciences and Engineering, the Diversity Education Officer of Arts, Sciences and Engineering, the Director of the Women's Center. This committee shall concern itself with those programs intended to provide equal educational opportunity to students from all segments of society, it shall promote efforts to attract, support and retain students, faculty, administrators, and staff from all segments of society, it shall be concerned with the creation of a positive working, learning, and
living environment for the campus community. Its activities may include reviewing and reporting on progress in these areas as well as proposing new programs.

5. Town Meeting

The Committee spent most of the February meeting discussing the AS&E Town Meeting on Stereotyping and Campus Climate planned for Wednesday, February 7 from 12-4:30pm.

The idea was originated by Margery Davies, Jean Wu and Lisa Coleman in early December after the publication of the an offensive parody of a Christmas carol entitled “O Come All Ye Black Folk,” by the conservative student journal the *Primary Source*. They formed a working group of approximately 18 people representing the Diversity Office, Residential Life, EEOC, the Deans' Office, Tisch College, Career Services, and the Group of Six. This group met several times to plan the major components of the event.

EEOC recognizes that this *Primary Source* publication is by no means the only reason the community needed a Town Meeting on Stereotyping and Campus Climate. The committee discussed the importance of a continuing dialogue on campus and further educational events to keep the momentum of productive anti-racist discussions, generated by the Town Hall, going. The Committee recommends that institutional responses, especially from top administrators, are put in place so that those most affected would feel supported by more than just individual peers.

6. Town Meeting Follow-up

The Committee, as well as a smaller subcommittee, spent a great deal of time discussing how to use the momentum of the Town Meeting to further efforts to make Tufts faculty and staff more adept at engaging issues of race and ethnicity as they relate to campus climate. The Committee was disappointed to hear how few departments have complied with the following faculty resolution from 2003:

Be it resolved that all departments in AS&E will by the end of May 2004 devote at least one departmental meeting (or perhaps longer "retreat") to issues of race and ethnicity in the classroom. In preparing for their meetings, departments are encouraged to work with the Office of Diversity Education and Development and the Office of Equal Opportunity.

We explored many ideas, including introducing the SEED (Seeking Educational Equity & Diversity) program begun by Peggy McIntosh from Wellesley College as a possible model for Tufts. The subcommittee met with Shirley Mark and Gary Van Deurse, who attended the SEED seminar last summer and who have run a program at Tufts for the last academic year. Plans for programming are still under discussion, and a proposal for Dean Sternberg will be generated in the near future.
7. **Multicultural Service Award**

The Committee once again had a strong set of candidates for the 2006-07 AS&E Faculty/Staff Multicultural Service Award. This year's winners are Kim Hébert, former Scholar-in-Residence for the Metcalf/Bridge program and Co-Director of the First Year Scholars program, and James Jennings from the Department of Urban and Environmental Policy and Planning. Their service to Tufts is greatly appreciated.

Submitted by,

Mary Glaser (Mathematics) and Steven Hirsch (Classics)
Co-Chairs of EEOC for 2006-2007