EEOC focused its efforts in 2015-2016 academic year on working with Chief Diversity Officer, Mark Brimhall-Vargas.

At his request we held a poorly attended mini-retreat on July 23, 2015. In a subsequent meeting, Mark discussed the possibility EEOC help him by reviewing and prioritizing recommendations from the 2013 President’s Council on Diversity.

Late in the summer at the suggestion of Mark Brimhall-Vargas, Natalie Masuoka and Daniel McCusker met with Katrina Moore, chair of the staff Diversity Council, which he charged with the same task as EEOC. We explored possible collaboration and a joint meeting to explore areas in which our recommendations overlapped and diverged. Ultimately, this effort was not fruitful but we made contact.

At the request of the Chief Diversity Officer, Mark Brimhall-Vargas, EEOC took on the review and prioritizing of recommendations from the 2013 Report of the President’s Council on Diversity, with attention to implementation in the near future, as well as goals that are more ambitious. We divided into subcommittees to review three major areas:

- curriculum and academic support for diversity and inclusion (Francie Chew, Carol Baffi-Dugan, Laura Baffoni-Licata, Daniel McCusker)
- faculty and student relations (Amahl Bishara, Luisa Chiesa, Susan Koegel, Natalie Masuoka, fall semester)
  - faculty recruitment and retention, mentoring and development (Remco Chang, Margery Davies, Pawan Dhingra, Susan Ernst)

The respective EEOC sub-committees were formed in the fall and spent the semester studying the Diversity Report and meeting in their groups to prioritize actions.

EEOC came together as a committee in the spring semester to share and refine the recommendations of the sub-committees.

Francie Chew and Daniel McCusker attended the March 15, 2016, meeting of the Diversity Council at which they presented their report to Chief Diversity Office Mark Brimhall-Vargas and participated in the discussion, sharing their points as faculty, tenured and not.

EEOC’s final recommendations were presented in a committee meeting on April 15 to Mark Brimhall-Vargas. There was a follow-up lunchtime meeting with Mark Brimhall-Vargas attended to by Francie Chew, Carol Baffi-Dugan and Daniel McCusker, on May 10, 2016, to finish the discussion of our recommendation.

Re: EEOC review and priorities for implementation from 2013 Report of the President’s Council on Diversity
EEOC prioritized recommendations from this Report, with attention to implementation in near future, as well as goals that are more ambitious. We divided into subcommittees to review three major areas:

- curriculum and academic support for diversity and inclusion
- faculty and student relations
- faculty recruitment and retention, mentoring and development

- Curriculum and academic support for diversity and inclusion
  - Undergraduate curricular experience
    There has been debate about whether a single, common interdisciplinary experience is the best way to inculcate an appreciation for diversity and inclusion, or whether infusion throughout the curriculum is preferable. Both are essential to give our students the understanding, respect and appreciation of diversity as a source of excellence and a question of social justice.

Many universities have a common first-year course or program. Tufts is behind the curve in this regard, although we offer some sections of English 2 focusing on social justice and literatures of specific groups. A common course with content as well as focus on writing and critical reading will communicate how much the University values diversity and social justice as well as lay groundwork for each student’s future studies. In addition, the proposed course might also include “field” experience to expose each student to an environment of diversity. This would allow the student to be able to report afterwards to class her/his first-hand experience on the subject, establishing ground for in-depth class discussions.

Beyond this common first-year course, all courses should attempt to add content that is inclusive regarding race, ethnicity, religion, sexual orientation, etc.

Since 2012, changes in the undergraduate curriculum and faculty provide improved opportunities for students to engage academically with a broader and more diverse array of faculty and ideas. Among these changes are programs, majors, and/or minors in Africana Studies, Asian American Studies, and consortium of Race, Colonialism, and Diaspora, which joined a number of established programs that include a social justice context, e.g. Women’s & Gender Studies, Latino Studies. These changes, however, affect mostly students who choose these fields. While there is some focus on non-Western cultures via the Foundation requirements (Foreign Language Requirement Culture Option; World Civilizations), there is no systematic curricular focus on inclusion to add content that is inclusive regarding race, ethnicity, religion, sexual orientation, socio-economic status, nationality, legal identity, etc.

  - Empowering versus Enabling students regarding issues of social justice and diversity
    Rather than addressing “trigger incidents” reactively, the University needs to be proactive in teaching students to engage with those from different backgrounds, lived experiences, and with different ideas and values. Students need to understand the difference between “unsafe” and “uncomfortable” and between discomfort that is productive versus
problematic. Students need to learn how to locate themselves on the more inclusive social landscape of all Tufts students, staff, and faculty, to express their ideas and thoughts respectfully, and to listen respectfully, even if ideas, stories, and viewpoints are disorienting or uncomfortable.

- **Developing the course content/managing the classroom**
  The way the classroom is managed, assignments given and evaluated, and students respected should reflect the University’s stated values of diversity, inclusion, and social justice. Faculty need tools to help them add content and manage a classroom according to these ideals. CELT does and should play a pivotal role here. Programs such as Difficult Dialogues and Inclusive Excellence need to be expanded. Faculty need support and recognition for their efforts. There is also a need to measure outcomes of these efforts.

- **Students studying abroad**
  Programs Abroad office does pre-departure meetings for students, but more could be done to increase student awareness of the values of social justice and their expectations of the culture(s) in which they will be immersed. Upon return, structured activities would help students reflect on the different peoples and cultures encountered. Students could also share with those about to go abroad, thus contributing to an ongoing and deeper conversation on the content of diversity and inclusion, with added international and global perspectives.

Francie Chew, Carol Baffi-Dugan, Laura Baffoni-Licata, Daniel McCusker

- **Campus culture - how to generate appropriate relationships between faculty and students**
  A more diverse faculty will help many of the following issues to be addressed in a systematic way. This is fundamental and longer-term change. Encouragement/ support for interacting with students that might cultivate thinking about postgraduate life in a multidimensional way. (Helping students to think about work/life/civic life balance in the long haul.)

  - **Advising**
    Better match between assigned pre-major advisors and students by field of interests. This may be especially important for students of color and other groups that have said that they are dissatisfied with advising. Can students be asked for 3-5 shared interests or qualities they might like to see in an advisor (e.g., discipline, first generation in college, extra curricular interests like social justice or the arts, identity categories)? They would not be required to list identity categories, but it would be an option. Faculty might also fill in the same checklist of interests.

  - **Concerns about faculty workload, faculty training for advising and mentoring**
    We recognize that getting pre-major faculty advisors is challenging and that many staff people serve in these capacities. Could we focus pre-major advising responsibilities in a smaller number of people who will get more credit for it? It seems important that faculty
do this mentoring, rather than staff, to improve possibilities for students to build relationships with faculty from the start. Our student population is constantly changing and rigid assumptions about student demographics lead to inappropriate suggestions/mentoring. Faculty may need periodic reeducation of who our students are today and discussion about how to support students’ diverse needs.

- **Student Research and Involvement in Faculty Research**
  Offer incentives to faculty who recruit students from diverse or underrepresented backgrounds into faculty research. We need more funding for student research in general, and especially to support (1) research for first and second years and (2) research by underrepresented students in particular disciplines. Can departments do a better job advising on and publicizing research opportunities? Locating these conversations in departments is important because research structures differ among disciplines.

- **Embrace discussions about our community values**
  Make diversity-type trainings about the values of our community, not about legal liability. We may need to discuss what we mean by trainings.

Amahl Bishara, Luisa Chiesa, Susan Koegel, Natalie Masuoka (Fall only, before sabbaticals)

- **Faculty recruitment and retention; mentoring and professional development**
  - **Faculty Hiring**
    There are good policies and procedures in place, however, results vary depending upon many factors.

1. Deans should provide departments with demographics on (1) their record of faculty hiring over the past (5-10) years; 2) current composition of their faculty; and (3) composition of their graduating senior majors and of their master’s and doctoral students.
2. Deans should have thorough discussion with departments about their criteria are for “best person for the job,” and encourage departments to include in those criteria a candidate’s contributions to diversity (in research, courses to be taught, ability to teach a diverse student population, etc.)
3. Deans should provide guidance for departments on discussing equal opportunity and affirmative action.
4. Deans should continue and expand “window of opportunity hiring,” although this hiring mechanism cannot be limited to diversity candidates. Another “window” mechanism: If two excellent candidates are identified in a search and one is a significantly better match for the department’s specific teaching and scholarship needs, consideration for a second position should be given for other candidates, particularly if
they would enhance the diversity of the faculty (in research, courses to be taught, ability to teach a diverse student population, etc.).

5. Revisit the cluster hire initiative. Where appropriate, encourage departments to propose searches/hires in fields that might be more likely to result in diverse hires.

   o Retention, mentoring & Faculty Development
   We addressed an often under-recognized issue. An important issue in retention, success in scholarship, and faculty morale. Many (most) faculty of color (and LGBTQ and women faculty) are deeply committed to teaching, advising and mentoring students in these groups. Many feel overwhelmed meeting the needs of the numbers of these students, the nature of students’ issues, and expectations for significant “extra” time.

1. Faculty, mentors of new faculty, department chairs, program directors and deans should be aware of these issues, attuned to recognizing faculty dealing with them, and ready to discuss them with the faculty member and/or when appropriate consult a department chair or a dean to help with the issues.
2. These issues should be addressed when mentoring faculty during orientation and other formal programs.
3. Deans should support these faculty to take advantage of opportunities to attend mentoring workshops in these areas through well-vetted commercial programs or discipline-specific academic groups.

Remco Chang, Margery Davies, Pawan Dhingra, Susan Ernst