Tufts
UNIVERSITY

COMPOSITIONAL DIVERSITY WORKSTREAM

—FINAL REPORT—

Tufts as an Anti-Racist Institution

FEBRUARY 2021

Acknowledge Commit Transform

Charge

The Compositional Diversity Workstream (CDW) was asked to "present data on Tufts' current compositional diversity along with historical data and context" as well as to work to "identify key areas in which efforts at achievable improvement should be focused and suggest strategies for that improvement." The charge directed the work of the CDW to address four areas: faculty, students, staff, and senior leadership. The data collected was intended to support the other workstreams (in particular, Institutional Audit and Targeted Actions), in order to help inform their recommendations. Finally, CDW was also asked to present its own recommendations based on the collected data.

Introduction

In keeping with our charge, we divided our membership into subgroups tasked with compiling data on and examining the diversity of our 1) faculty, 2) staff, 3) students, and 4) administrative and academic leadership. These subgroups began by asking what questions we would need to answer to make progress toward institutional transformation, and which of these questions could be answered—or at least more effectively posed—with available data. Then, with the assistance of the Office of Institutional Research (OIR) and Human Resources, the subgroups complied the requisite data. We submitted these data to the senior administration and to the other workstreams as part of our interim report. Once the data was collected, the subgroups analyzed it and, finally, developed their recommendations, which constitute the main part of this report. The proposals reported here also benefit from a canvassing of many different constituencies that enabled us to gather qualitative data concerning the community's thoughts about our way forward as an institution.

Having focused on data collection and analysis in our interim reports, we present here only the proposals that came out of that work. The reports of individual subgroups may be consulted for more information on how we moved from the data to our proposals. We do understand that a complex process of decision-making and implementation will follow the submission of this and the other reports, and to aid in these processes we have indicated our best sense of the level at which each proposal might be best addressed (university [U], school or unit [S], department [D]) and the likely timeframe for implementation (short-term [ST], middle-term [MT], long-term [LT]).[1]

Although our recommendations address specific processes and policies across nearly all of our functional areas, they are unified under a single concern: to create a better alignment between the values we profess and the policies, metrics, and processes we

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[1] Note: "Timeframe" refers to the *completion* of the initiative; *work* on each item should begin as soon as possible.

bring to bear as we build our student body, hire our faculty and staff, and choose our leadership. This movement toward a better alignment may at times prove uncomfortable, since it may challenge the way in which we define ourselves as an elite and exclusive institution. Nonetheless, we all felt that this journey of reconsideration is well worth undertaking. Should we be able to effect such a change, we will be positioned to take a leadership role in a movement toward substantive national change as academies work to transform themselves into anti-racist institutions.

Always at the horizon of these proposals is the realization that if we are successful in making Tufts an anti-racist institution, and thus a more diverse community, we must continue to evolve in order to meet students, faculty, and staff from a broad array of backgrounds where they are. Our efforts must therefore be ongoing and unflagging. We hope that these suggestions spark ideas that senior leadership can put into practice at this critical time for change at our university and in the nation, and that we can play our part in making our communities more equitable and just.

Faculty Subgroup

Membership: *Kevin Dunn (chair), Keith Maddox, Jamie Maguire, Elizabeth Remick, Sara Siqueira*

The Faculty Subgroup of the workstream divided its proposals into four main areas: hiring; metrics, policies and processes; housing and relocation; and culture. It included multiple proposals under each of these categories. The proposals address the urgent but unsurprising fact revealed by the data: the compositional diversity of our faculty falls far short of where we aspire to be. But they also respond to the experience of faculty, students, and staff who were consulted to learn more about how we might progress. The subgroup gathered qualitative data by visiting groups of faculty leaders in almost every school as well as incorporating the input of staff and students. The subgroup urges that any adopted proposal be clearly assigned to an owner, as noted below, and that the owner be given a timeline within which to make measurable progress.

1) Hiring

- Creating positions

  - Deans need to work with departments to widen search areas, including through joint appointments. Areas likely to attract more diverse candidates must not be seen as a *bonus* to be invested in but core to fulfilling Tufts' mission and values. (S) (MT)

- o Departments should create a longer-term list of position requests with timelines, include positions likely to attract a diverse range of candidates. (D) (ST)

- o Job descriptions should include language that suggests how new hires may be positioned to make particular contributions to underrepresented groups. Job descriptions should require candidates to include in their application materials a statement about how they intend to further DEI initiatives and advance the interests of underrepresented groups. (U, S) (ST)

- o Funding should be identified for "window of opportunity" hires independent of regular departmental position requests, so that qualified candidates who are able to make unique and valuable contributions to Tufts can be recruited and retained. (U, S) (MT)

- Hiring process

  - o Create a uniform set of processes for conducting faculty searches, all using Interfolio to enable more consistent data gathering. (U) (MT)

  - o Searches should use the same categories for diversity data. (U) (ST)

  - o Searches should use same terminology and process for the stages of the search (e.g., "long list," "short list," "finalists"). (U) (MT)

  - o Search committees should undergo a rigorous training program on diversity hiring before the initial stages of the search. (U) (MT)

  - o Every effort should be made to name a diverse committee and service on searches should be an important part of annual reviews, promotions, etc. (U, S, D) (MT)

  - o Every school should have resources for helping search committees do the outreach that will maximize the diversity of the hiring pool. (S) (ST)

  - o Every school should have a process through which the diversity of the pool of candidates is examined at each stage of the search. (S) (MT)

- Hiring offer

  - o Better salary offers and start-up packages for lateral hires could help diversify faculty. (S) (LT)

2) Metrics, Policies, and Processes

- Make service an equal to research in evaluating faculty. (U, S, D) (MT)

- Incorporate DEI goals in templates for promotion and instructions to referees. (S) (MT)

- Solicit input in promotion cases from an external referee to evaluate teaching and service (including DEI efforts). (S) (MT)

- Encourage T&P (Tenure and Promotion) committees to build service into their metrics; ask candidates to provide a service statement like the research and teaching statements. (S) (MT)

- Consider the portfolio approach for merit reviews and promotion. (S) (LT)

- Advocate with NSF, NIH, and other funding agencies to require investigators to describe "broader impact" of their research in grant applications. (U, S) (LT)

3) Housing and Relocation

- Create a shared equity housing program. Shift part of Tufts' real estate portfolio into a program that helps faculty (and staff) afford to enter the housing market. (U) (LT)

- Increase Walnut Hill housing stock, particularly in wood-frame houses. These rentals should be available to faculty from all campuses, prioritizing those with the most economic need. (U) (LT)

- Dual career support

    o Deans should work with faculty to change culture around this, encourage them to welcome opportunities for such hires. (S) (MT)

    o Set aside money to underwrite partner hires at other institutions. (U, S) (LT)

    o Promise that departments will not lose positions if they accept a partner hire. (S) (ST)

4) Culture

- Deans should be required to make an annual report on their DEI efforts. (S) (ST)

- To correct for student bias, add in other forms of evaluation to balance anonymous student evaluation, including peer review and teaching portfolios. (S) (MT)

- Salary transparency

    o The university should oversee periodic reports on faculty salaries, broken down by school and, where appropriate, by areas, such as clinical/research, sciences/social sciences/humanities and arts. (U) (MT)

    o The data should be able to show intersectional information. (U) (MT)

    o Analysis of the data should show numbers before and after any adjustments (such as time since PhD, rank, field). (U) (ST)

Staff Subgroup

Membership:*Maureen Sonnie (chair), Dashawn Dilworth, Narupa Matthan, Alfredo Ramirez, Kim Ryan, Mark Shenton*, *Sherry Sklarwitz, Roxana Woudstra,*

The Staff Subgroup focused largely on processes around hiring and retention that could be improved to support our efforts toward diversification.

1) Employee Feedback and Retention

- Consider amending exit interview process to more effectively capture useful information in a timely manner. (U) (ST)

2) Recruiting and Sourcing

- Make hiring more "deliberate," particularly for pipeline opportunities and hires of influencers or decision makers. (U, S) (MT)

- Establish a more diverse group of executive search firms to create better sourcing for diverse populations and better diversity outcomes. (U) (ST)

- Allow more time for better sourcing and outreach. (U, S) (MT)

- Actively engage managers in hiring process, timeline, sourcing strategies, diversity goals. Partner with them to create an effective strategy. (U, S) (MT)

- Recruiter/sources and business partners should provide managers with better information about hiring options. (U) (ST)

- Create automatic emails to hiring managers with "did you know" or checklists of things they can do or ask for such as:

    o Demographic reports from candidate pools

    o Options for active sourcing

    o Option to flag alumnae in searches

    o Option to flag internal candidates

    o Guides for department goals (to be given to new hires, including department's initiatives to diversify, etc.)

    o Website and splash page messaging about diversity engagement and inclusion

    o Option to source from/to alumnae associations

3) Systems, Coding, and Uses

- Improve ATS (applicant tracking system). Create website and splash page messaging about diversity engagement and inclusion. (U) (MT)

- Add termination categories to PPS (payroll/personnel system) to determine why people are leaving. (U) (ST)

4) Social Media

- Additional electronic sourcing is needed (U, S) (MT):

    o Handshake for career and recruitment fairs

    o Twitter, Facebook, other social media

    o In partnership with hiring managers, identify readily available networks, such as pipeline programs at Tufts (e.g., TTS and Computer Sciences), affinity groups, DEI members, alumni/ae associations.

    o Provide managers more training on workflow and resources available to identify diversity in pools.

5) Pay Equity

- For greater transparency, identify more clearly promotions, transfers, or demotions in the ATS or other systems. (U) (ST)

- Undertake race/ethnicity equity study in relation to pay for staff and faculty. (U, S) (LT)

6) Retention

- Regular surveying and exit interviews should be created and used regularly. (U, S) (MT)

- Create touchpoints between recruiters/Human Resources business partners and new hires during their first six months as useful method to create information gathering. (U, S) (MT)

- Create regular "climate" surveys to understand why people come to and stay at Tufts. (U) (MT)

- Look at career paths and publicize pipeline opportunities. (U, S) (MT)

- Create transparent promotional information. (U) (MT)

- Devise a mechanism through which our leadership reviews searches and reports out on results of leadership searches and efforts to diversify. (U) (MT)

Student Subgroup

Membership: *JT Duck (Chair), Kim Dao, Amy Kuhlik, Emma Morgan, Izaiah Rhodes, Jeff Taliaferro*

The Student Subgroup looked broadly at barriers to both the recruitment and retention of students of color. It made recommendations in the areas of Admissions and Student Life.

1) Disaggregate Student Race/Ethnicity Data

- Where race and ethnicity information is captured in greater detail (e.g., on admission applications or other student forms) push that data out to the community via the Diversity Dashboard and/or other sources published by the university. (U, S) (ST)

2) Admission Barriers

- What is assessed will be different for each school, but might include:

    o The role and use of standardized test scores

    o The connection between admissions and financial aid or scholarship policies/practices

    o Application evaluation metrics that produce racially inequitable outcomes or do not value the diversity of experiences of applicants

    o Bias or structural limitations of admission committees

    o The timing of applications to rolling graduate programs

    o Allocation of resources to various recruitment activities; allocation of resources to recruit at/from community colleges, HBCUs, HSIs, Native-Serving Institutions, and secondary school communities and college access organizations that serve historically underrepresented students

    o Enrollment initiatives for underrepresented students who are admitted to Tufts

- Commit to engaging in this assessment on a regular basis (rigorously every few years; ongoing maintenance each year) and an entity (a committee or a school dean) holding each admissions office accountable to making progress. (S) (MT)

- Diversify faculty and staff to attract more diverse body of student applicants. (S) (LT)

3) Campus Supports

- Undergraduate students

    o Strengthen and expand the resources of BEST/BLAST in order to allow all students from first-generation or low-income or underrepresented backgrounds, or from under-resourced secondary schools (or sending colleges, in the case of transfer students) to access similar support mechanisms. (S) (LT)

    o Identify and support other current programing that enhances the curricular and cocurricular experience of underrepresented groups. Make

contribution to equity and inclusion a metric in evaluating programing. (S) (MT)

- o Continue to staff and fund the Division of Student Diversity and Inclusion, as well as each center, allowing them to expand and support students in the ways they need to be supported. (S) (ST)

- o Identify tangible opportunities to create greater cultural representation in the various Student Life departments, and work toward creating those positions. (S) (MT)

- Graduate and professional students

  - o Strengthen our supports for graduate and professional students from underrepresented backgrounds, perhaps through the creation of shared graduate centers similar to the undergraduate centers. (U, S) (MT)

4) Native and Indigenous Students

- Commit to listening to our Native and Indigenous students to learn more about their needs and aspirations, and to work with them to create a more inclusive, representative culture at the university. (U, S) (LT)

- Consider a formal university land acknowledgement, designated campus space and center, designated academic and student life staffing, and support resources. (U) (LT)

- Create stronger recruitment initiatives at each school, including greater representation among the faculty and staff. (S) (LT)

- Encourage greater visibility in our campus conversations. (U) (MT)

- Build a recruitment and enrollment staff position geared toward Native students that is shared between Admissions and Student Affairs. (S) (MT)

- Explore opportunities to build community among Native and Indigenous community members across the various schools at Tufts and with other Boston-area universities. (U) (ST)

5) The Underrepresentation of Black Students

- Charge relevant offices, staff, and faculty with designing actionable plans, identifying the specific resources they need, and working with the university to acquire those resources. (U, S) (MT)

- Learn best practices or innovative approaches from peer institutions and across the profession. (U, S) (ST)

- Regularly assess initiatives related to the recruitment, enrollment, and support of Black students to determine their effectiveness, and to keep relevant offices, staff, and faculty accountable for making progress. (S) (LT)

- Provide guidance and support for those being held accountable. (S) (LT)

6) Student Feedback

- Develop formal and ongoing mechanisms/opportunities for inviting input from students, particularly students from underrepresented backgrounds, to contribute to the efforts that emerge from this project. (S) (MT)

7) Sharing Best Practices Across the University

- Build and support mechanisms to share best practices across schools and programs, especially where one school or program has made progress on recruiting, enrolling, and retaining underrepresented students. (U, S) (MT)

- Regularly and actively coordinate efforts across schools to better serve students and the enrollments goals of the university. (U, S) (LT)

- In reviewing school-specific application, admissions, and enrollment data of underrepresented students, identify where the greatest successes are, and then share the processes that allowed for that to happen across graduate and professional schools. (U, S) (MT)

Senior Leadership Subgroup

Membership: *Dan Jay (chair), Sarah Booth, Mark Gonthier, Cecilia Hinajosa, Sam Hong Yee Kim, Doug Matson, Meghan Mueller, Dawn Terkla*

The Senior Leadership Subgroup was charged with assessing leadership hiring for the last five years with respect to compositional diversity, examining how hiring was done and providing recommendations on how Tufts might improve diversity. The subgroup

looked at leadership from president and senior team, deans, executive administrative deans, associate deans and administrative vice presidents, totaling 76 hires over the last five years. The review revealed some gains in diverse hiring into leadership positions, including among individuals of Asian heritage and women (across all races); however, underrepresentation of certain groups persists. The subgroup did not address retention as this group found when diverse leaders were recruited away from us, it was generally to higher positions (e.g., provost to president), though it would be imperative to have resources to find ways for our own leaders to move up at Tufts.

1) Retention and Pipeline

- Consider retention and cultivating leadership building a culture that values and promotes from within. (U) (LT)

- Develop an institution-wide systematic plan for development of senior leaders that is focused on diversity and inclusion, with benchmarks of success and external training/mentoring. (U) (LT)

- Leverage existing opportunities (department chairs, faculty senate, committees) to develop a diverse and inclusive pipeline of senior leaders from within Tufts. (U, S, D) (LT)

2) Searches

- Create consistent messaging to search firms regarding diversity as a priority for any leadership hire. To support this, each school may wish to have a document similar to the School of Medicine's recruitment/retention policy shared with the subcommittee. (U, S) (ST)

- Develop collaborations with diverse chapters or caucuses in relevant professional associations/HBCUs. This includes establishing and cultivating ongoing and routine relationships with local and national minority organizations and special interest groups. (U, S) (MT)

- Identify individual faculty who are mentoring women and BIPOC students and consider these faculty members for more senior positions; present a call for nominations of potential candidates. (U, S) (ST)

- Position announcements should contain more than a perfunctory statement on commitment to diversity and should be defined in broad terms and should cue "belonging." (U, S) (ST)

- Establish a clear "chain of command" for diversity, in order that definitions of diversity requirements are clear and coordinated across the board. (U) (MT)

- Consider the input and perspectives of the staffs of the Division of Student Diversity and Inclusion—such as from the [Africana Center](#), [Asian American Center](#), [LGBT Center](#), and [Women's Center](#)—during the hiring committee processes, utilizing their respective expertise, as well as their experiences in both being and working with underrepresented minorities on a constant basis. (U, S) (ST)

3) Committee Requirements

- Create more diverse search committees including faculty, administrators, and students from both minority and non-minority backgrounds who bring multiple perspectives to the search. The search committee should have clear definition of what diversity means. Underrepresented minority (URM) search committee members should not be the only individuals who are tasked with asking diversity related questions or serving as diversity advocates. (U, S) (ST)

- When candidates are asked about their commitment to diversity, establish clarity on how the responses will be assessed by the search committee. In our application, we can include guidelines about what we value and would hope to see included in these responses/diversity statements, example can be found here (Example: https://academicaffairs.ucdavis.edu/guidelines-writing-diversity-statement). (U, S) (ST)

- Increase transparency in final-round decisions. (U, S) (ST)

- Gather feedback on search committee and interview process from final-stage candidates. (U, S) (MT)

- Develop mandatory, comprehensive education for committee members on hiring bias; for individuals participating in interviews, provide training on both appropriate interview practice and how to enhance recruitment efforts. (U, S) (MT)

- Emphasize commitment to confidentiality within the search committee. (U, S) (ST)