Diversity and Inclusion in the College of Arts and Sciences
Boston University

A Report and Recommendations

December 19, 2017

Contents

Prologue

On February 24, 2017, Dean Ann Cudd convened the CAS Diversity and Inclusion Strategic Planning Committee and charged the committee to "consider BU's history, the legacy of our past, and our aspirations, make comparisons with peers, and set ambitious targets that recognize varying opportunities in our different academic divisions… to develop a unity of purpose across the College by hosting discussions with groups of faculty, staff, and students…to seek broad consensus through College-wide discussions that include faculty, staff, students, and alumni of the College … [and] seek guidance from the Associate Provost for Diversity and Inclusion…. Ultimately, the plan should offer actionable recommendations." This report is our response to that charge. We hope that it will become the basis both for continued conversation and for immediate action.

While this report details a large number of specific recommendations, five overarching conclusions emerged from our deliberations. ***We believe that becoming a more diverse and inclusive College will require:***

- **Commitment and systematic effort that takes root in every part of the College**. Each unit will need to develop strategies for change that best address that unit's mission and capacity, and our efforts will need to address every aspect of our campus, scholarly, and classroom culture.
- **Resources and administrative support from the College and University**. Training, communication, and accountability will require dedicated attention. That work and the challenge of making diverse hires will require resources beyond the capacities of individual units.
- **Concerted efforts to reach beyond our immediate needs to address the absence of diversity in the academic pipelines we depend on.** While we cannot singlehandedly change societal barriers, we can be part of the solution.
- **An ongoing balance between the broad range of diversities we seek and targeted effort to address the particular legacies of racial disparity**. Federal reporting categories focus attention on people who count as underrepresented minorities, and BU needs to attend to these considerations, but the change we seek is both more targeted and more broad; that is, CAS must specifically address its woefully inadequate record of attracting and retaining African American students, staff and faculty, while attending to diversity in other ways as well.
- **A long-term commitment**. We want to see steady progress, but the task will not be finished soon.

The Committee's Work

The Committee included a diverse and academically-broad group of highly committed faculty, each of whom has contributed to this report:

Kecia Ali, Professor of Religion
Kevin Black, Associate Professor of Physics
Luis Carvalho, Associate Professor of Math & Statistics
Sean Elliott, Professor of Chemistry
Ashley Farmer, Assistant Professor of History & African American Studies
Sarah Frederick, Associate Professor of World Languages & Literatures & WGS
Angela Ho, Associate Professor of Biology
Malika Jeffries-El, Associate Professor of Chemistry & Material Science & Engineering
Nazli Kibria, Professor of Sociology
Jennifer Knust, Associate Professor of Religion & WGS
Kevin Lang, Professor of Economics
Tim Longman, Associate Professor of Political Science & International Relations
Sarah Madsen Hardy, Senior Lecturer of Writing
Anthony Petro, Assistant Professor of Religion & WGS
Nathan Phillips, Professor of Earth & Environment
Peter Schwartz, Associate Professor of World Languages & Literatures
Susanne Sreedhar, Associate Professor of Philosophy & WGS
Evimaria Terzi, Associate Professor of Computer Science

The Committee was chaired by Associate Dean Nancy Ammerman and assisted by Ms. Tiffani Lewis-Lockhart and Ms. Rachel Daigle.

The committee met in full three times during the Spring and five times during the Fall, but did much of its work in sub-committees that focused on Faculty Hiring, Campus Climate, Diversity Pipelines, Student and Curricular matters, and Governance structures. The members of these working groups are noted in each of the relevant sections below. We also welcomed Associate Provost Crystal Williams to our October 24 meeting and invited her comment about this final report. As noted below, we also met with nearly all of the College's faculty, in department-level conversations, and with groups of undergraduate and graduate students. And, as noted throughout this report, we also interviewed Diversity Officers in peer institutions, reviewed available documents, and sought out relevant research.

Our Guiding Commitments

Our recommendations build on a series of commitments made by Boston University, stretching back to its founding promise to admit students "without regard to religion, race, or gender," and finding expression most recently in the Trustees' Statement on Diversity. That Statement declares: "We strive to create environments for learning, working, and living that are enriched by racial, ethnic, and cultural diversity." Beginning to give flesh to that renewed desire, the 2016 University Task Force on Faculty Diversity and Inclusion reminded us that "aspiring to

excellence demands that BU remain committed to embracing the contributions of every single person, regardless of background, to our community."

Each School and College has been challenged by the University to develop concrete strategies for progressing toward these goals, but from its position at the heart of the University, the College of Arts and Sciences has a special opportunity and obligation to lead the way in a new era of inclusive excellence. As Dean Cudd noted in her charge to us,

> "Our intellectual community of the College of Arts & Sciences at Boston University depends upon the critical but collegial collaboration of diverse individuals from multiple communities of origin, religious traditions, ethnic and racial backgrounds, gender and sexual identities, schools of thought and ethical and political commitments, some living with disabilities. Furthermore, our mission as a tax exempt private educational institution is to serve the public good by educating and nurturing research and discovery. These goals can only be achieved through a diverse, inclusive, and accessible environment, in which all people are, and feel themselves to be, respected as moral equals engaged in a common pursuit of expanding the boundaries of our knowledge and creativity."

This report is guided by that same conviction – that knowledge and creativity are best pursued in a context where diverse voices come together as full and valued participants.

In that spirit, this committee sought opportunities to listen to a broad range of the College's citizens. Ammerman led an initial discussion in the College faculty meeting in February, 2017, and over the next months (extending to September and October), pairs of committee members met with the gathered faculties of each of the College's Departments, plus the Writing Program, inviting faculty of all ranks to talk about their concerns and offer us their ideas and suggestions for moving forward. We also convened two small groups of graduate students and two groups of undergraduates. We are especially grateful to the Graduate Students Organization, GWISE (Graduate Women in Science and Engineering), the University Dean of Students Office, and the Howard Thurman Center for helping to arrange these student conversations. Notes from each conversation were circulated to the Committee, and the cumulative notes were coded and analyzed for themes. Those common threads have substantially informed our assessment of our challenges and our recommendations for action.

One of the first questions in nearly every conversation was "What do we mean by diversity?" Our conclusion is that the best answer to that question recognizes three key realities. The two realities we have attempted to foreground are the *breadth* of the kinds of diversity that we hope to welcome in our scholarly community and the *disciplinary differences* in the challenges we face and how best to address them. These two realities significantly complicate and expand the third reality, which is the bureaucratic and regulatory one. There are categories and mandates driven by bureaucratic and governmental definitions that must be taken into account in how we approach diversity. We have chosen not to define a strategy that is primarily oriented to that regulatory context, but to pursue more expansive definitions that will, we believe, nevertheless result in gains that will be reflected in categorical metrics.

The guiding values that shape our recommendations are twofold. First is our commitment to the *goal of increased intellectual excellence*. Our mission as a College is the pursuit of knowledge through research and teaching that honors the highest standards of excellence. Tapping diverse human experiences and diverse angles of vision is essential to that task. No human enterprise can succeed by excluding the insight and expertise of whole sectors of the population. The intellectual and practical issues facing us simply require that we seek the best thinking of diverse minds.

Second, we pursue these goals of inclusion out of our commitment to social justice. This University has a proud heritage of racial and gender inclusion on which to build, but we live in a world that has systematically disadvantaged and excluded people in ways that inevitably affect higher education. In spite of our inclusive heritage, we have not found effective ways to go beyond the injustices that pervade the culture. As Dean Cudd noted in her charge to us, "[A]ny institution that wishes to make truthful claims must, from time to time, take stock of how well its reality meets its visionary goals. By many measures, BU lacks the racial diversity that is required for an institution to be at the forefront of discovery." No single institution can transform the structural and cultural reality of inequality, but we believe there are concrete things we can do to build on our heritage and to make a difference today. A commitment to *reducing inequality* informs our recommendations. Every step in the direction of a more inclusive faculty, staff, and student body is a step in providing models, connections, and hope for those who have not historically been included.

A guiding strategic principle for all our proposals is the necessity for changes that are *rooted in the particular needs and aspirations of each department and program*. While this report will highlight overall deficits, goals, and strategies that we hope will inform each unit in their work, we will also challenge each unit to assess its own potential for change. In some places, that will mean special attention to gender inclusion. In most places that will mean special attention to the inclusion of historically-underrepresented ethnic and racial groups. It may also mean increased attention to inclusion of people with disabilities or of LGBTQ persons. In all cases, we will not only give attention to increasing the numbers of people who bring new kinds of life experiences but attention, as well, to how diverse voices are genuinely included and valued in our common life.

The Challenges and Opportunities We Face

Over the past decade, a variety of task forces, reports, and initiatives have targeted increased diversity as a goal. In our conversations across the College, many faculty voiced understandable skepticism about whether yet another plan would yield better results. The strategies we propose here are aimed at making concrete progress, even as we recognize that the task is a challenging one.

Among the challenges we recognized as we explored these issues with our colleagues:
- Change is hard. As much as we may desire a wider range of diversity among our colleagues and students, we are well aware that some cherished old ways of doing things will change, that there may be conflicts about priorities and strategies in our departments, and that we will not always know the best way forward. While a few of our

colleagues fear that increased diversity will mean a decrease in standards of excellence, the vast majority understand that diversity is a critical mechanism for fostering excellence, and they are willing to do the hard work.

- We do not do this work in a vacuum. Boston has a [history and a current image](#) that create a challenging environment, but the legacies of inequality reach deep into every aspect of the educational systems of which we are a part.
- Resources are not infinite. We know that this work will require a partnership across all levels of the University to make decisions about how we will allocate resources to match our priorities.

Nevertheless, what we heard among our colleagues points to significant assets we have for this work.

- We are scholars and learners. Many of us already have skill in developing diverse working environments, and all of us are capable of learning the new skills we will need.
- We are at BU for a reason. The heritage of this University shapes the commitments to justice that are widespread throughout the faculty.
- We want to be part of the larger, longer-term changes. We are eager to be part of efforts to develop pipelines of future faculty that will begin even in the Boston Public Schools.

The Limits of this Report

There are many questions we will not be able to address in this report, but which should receive further attention. In addressing diversity and inclusion among faculty, for example, we have not addressed the challenge of assuring equity in salary and promotion. Those questions are very difficulty to address in aggregate, across multiple fields, and they would require access to information that we simply did not have. As each department develops its own strategies, these are questions that should be addressed at that level.

In addition, we have not addressed issues of inclusion and equity as they affect our staff. We would encourage the College to give attention to building a more diverse staff, but we have not provided specific strategies for that effort. Conversations about staff diversity and inclusion should be a priority in the near future.

Finally, we have noted a variety of concerns about undergraduate and graduate student recruiting and support. While the latter is largely within the purview of CAS, much of undergraduate recruiting and student support takes place beyond our reach. Our proposed strategies include the need for better coordination with those efforts.

I. Strategies and Structures for Change[1]

Achieving our goals for a more diverse and inclusive academic environment will require, above all, a set of organizational structures that enable us to maintain our focus and encourage change. The recommendations we are setting out are based on information gathered on existing practices in over 15 peer plus institutions, the Committee's discussions with faculty across CAS Departments, and our review of research on encouraging campus diversity. Our investigations suggest the important role of departments themselves in creating a sense of ownership and responsibility for diversity and inclusion efforts.

Kalev, Dobbin, and Kelly, in one of the most thorough and careful studies of institutional efforts to increase diversity, assessed the efficacy of diversity management programs in corporations, looking at outcomes (more minorities and women in management) over a 30-year period in 708 firms.[2] Their findings were reported almost simultaneously with the first systematic assessment of an ADVANCE program at the University of Michigan that aimed at increasing the number of women in science and engineering.[3] The following year, Dobbin and Kalev brought the two sets of findings together to provide a state of the art overview of what is likely to succeed (and not) in increasing diversity and inclusion in higher education.[4] All three publications acknowledge the difficult legal environment that precludes some of the first-generation affirmative action strategies of the sixties and seventies. Seven diversity programs have become common – affirmative action plans, diversity committees and taskforces, diversity managers, diversity training, diversity evaluations for managers, networking programs, and mentoring programs. All are salutary, but critical to making any of them effective was institutionalized leadership that was clearly identified, visibly supportive, and held accountable.[5] Dobbin and Kalev put it succinctly: "[P]rograms that establish clear leadership and responsibility for change have produced the greatest gains in diversity."[6]

Sturm argues that diversity leadership in higher education must be integral to the faculty, a hybrid role that places responsibility for pursuing diversity goals on specialists, but specialists who are also faculty.[7] The most successful efforts are led by diversity managers or task forces who "are not segregated in an office devoted to diversity alone, but rather are integrated members of the academic hierarchy."[8] Having such a governance structure helps to overcome the inherent decentralization of academic institutions, where each department is pursuing its

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[1] Section I was primarily drafted by Kevin Black, Tim Longman, Nazli Kibria, and Nathan Phillips.

[2] A. Kalev, E. Kelly, and F. Dobbin, "Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies," *American Sociological Review, 71*(4), 2006: 589-617.

[3] S. Sturm, "The Architecture of Inclusion: Advancing Workplace Equity in Higher Education," *Harvard Journal of Law & Gender,* 29, 2006: 247-334.

[4] F. Dobbin, F., and A. Kalev, "The Architecture of Inclusion: Evidence from Corporate Diversity Programs," *Harvard Journal of Law & Gender, 30*(2), 2007: 279-301. Downloaded from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2286312

[5] Two-way interactions measuring the joint effects of responsibility structures with specific kinds of programs showed increases in effectiveness for training, evaluation, networking, and mentoring (Kalev, Kelly, & Dobbin, "Best Practices," p. 806).

[6] Dobbin and Kalev, "The Architecture of Inclusion," p. 3.

[7] Sturm, "The Architecture of Inclusion," 299-300.

[8] Dobbin and Kalev, "The Architecture of Inclusion," p. 5

own goals. A leader brings those goals together. In addition, the work of the diversity leader is made more effective if there are annual reports and periodic comprehensive reviews. These are the research-based principles that have guided our recommendations for the College of Arts and Sciences.

What Should CAS Do?

The multi-pronged governance structure outlined below offers accountability mechanisms, support, and incentives for CAS departments to engage in diversity and inclusion efforts that will advance our overall goals, through their faculty recruitment and other activities. The strategies we propose encompass structures at the College level, as well as policies that will be implemented at the department level. Each depends on the other. The proposed structure, shown in Figure 1, emphasizes ongoing learning on diversity issues, the effective dissemination of relevant information and resources, and opportunities for CAS faculty, staff and students to engage with each other in the effort to promote diversity and inclusion at BU.

Figure 1. Proposed Governance Structure for CAS Diversity & Inclusion

I.1. **We recommend the appointment of a CAS Associate Dean for Diversity and Inclusion**. This position would be created for an initial three-year period and evaluated by the Dean at the end of that time to determine whether it effectively advances our goals. The individual should be drawn from the CAS faculty and appointed to oversee the College's implementation of its diversity program. The Associate Dean will serve on the Dean's cabinet and will be the chief point of contact with the University Associate Provost for Diversity. The Associate Dean will deal broadly with diversity issues in the College, including the college climate, hiring, creation of pipeline programs, and curriculum. Given the priorities of the University and the College, the Associate Dean for Diversity and Inclusion will likely initially focus on faculty diversity, particularly the recruitment and retention of under-represented minority faculty. The Associate Dean will help to ensure that diversity training is available to departments, admissions committees, and search committees. The Associate Dean should be given course release and compensation during the period of appointment.

I.2. We recommend a full-time staff position titled "Diversity Coordinator." This person would have responsibility for the following:

- Providing support to the Associate Dean for Diversity and Inclusion;
- Updating and maintaining the diversity website page;
- Providing administrative support to the CAS Diversity And Inclusion Action Team for meetings and initiatives;
- Coordinate diversity training workshops;
- Provide logistical support to department diversity efforts, as needed;
- Supervise the competition and administration of small grants for diversity and inclusion efforts.

I.3. We recommend the creation of a CAS Diversity and Inclusion Action Team. The Team would be chaired by the Associate Dean for Diversity and Inclusion and composed of the Associate Dean for Student Academic Life, 4 faculty members (one from each of the divisions), 2 staff members, 2 graduate students, and 2 undergraduate students.

- Students will serve for one year, others for 2 or 3 years.
- The faculty members will be appointed by the same procedures used for other College committees.

The Action Team will work in collaboration with the Associate Dean for Diversity and Inclusion and the Diversity Coordinator to do the following:

- Provide advice and support to the Associate Dean for Diversity and Inclusion;
- Review annual department diversity reports and other available data (to provide oversight and reporting) and develop recommendations;
- Administer the Diversity and Inclusion Innovations Fund (see Recommendation I.9 below);
- Advise and monitor content of the CAS Diversity website;
- Support diversity-related programming on campus;
- Explore strategic partnerships with local and national affinity organizations.

I.4. We recommend that each department, including the Writing Program and Core Curriculum, develop a Diversity Plan. This should detail its own plans to diversify its faculty, students, and curriculum. This plan should take account of the particular challenges, needed capacities, and current strengths among its faculty, paying attention both to broad dimensions of ethnic, gender, intellectual, and other diversities, along with targeted attention to the areas in which historic inequalities have been most acute. After this initial diversity plan is developed, diversity planning should become a regular item in general strategic plans moving forward.

I.5. We recommend that each department determine an appropriate form of implementation. Some may choose to place oversight responsibility with the chair; others with another designated individual, or a committee. Included in that

implementation plan should be the designation of a person who will be the primary faculty liaison to coordinate with the Associate Dean for Diversity and Inclusion. We encourage departments to think broadly about their liaisons and implementation plans so as to avoid putting disproportionate burdens on faculty of color and women.

I.6. **We recommend that each department provide a brief annual diversity report.** By continually assessing their progress toward realizing their diversity plan, departments can identify important next steps and adjustments. The Associate Dean for Diversity and Inclusion and the Action Team on Diversity and Inclusion will review these reports and provide additional suggestions. Significant achievements can also provide models to be shared.

I.7. **We recommend that the College and University work with departments to provide discipline-specific training and resources.** This will be especially useful to search committees, but will also assist other diversity initiatives departments may undertake.

I.8. **We recommend that the College highlight diversity and inclusion in all of its communication.** Communication about who we are and how we are advancing our diversity and inclusion goals is critical. In comparing institutional websites, we were struck by the importance of having a CAS diversity webpage that clearly outlines governance structures and resources, presents data, and is regularly updated with relevant news. We urge the College to enhance its [diversity website](#), to include a statement on diversity and links to resources and information about campus groups, events, initiatives, and structures of accountability around diversity. The page should be dynamic, updated regularly. It should also highlight significant milestones in achieving diversity and inclusion.[9] In addition, departments should update their webpages to highlight their diversity efforts and include their statement on diversity.

I.9. **We recommend the creation of a small grants fund for diversity and inclusion efforts.** We believe that incentives and tangible support are important. Fund awards would be under the jurisdiction of the CAS Diversity and Inclusion Action Team and administered with the staff support of the Diversity Coordinator. The "Diversity and Inclusion Innovations Fund" (DIIF) should be open to faculty, staff and students and should support innovative projects and collaborations among faculty, staff, and students that strengthen institutional capacity-building related to diversity and inclusion as well as programs that inform and teach about the importance of diversity and inclusion.

I.10. **We recommend that the Faculty Annual Report be amended to include opportunities to report diversity efforts.** Efforts to increase diversity and inclusion should "count." This FAR section should allow documenting of service and teaching that support diversity and inclusion, including participation in pipeline programs that support recruiting diverse students from Boston and beyond.

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[9] See for example, http://www.lsu.edu/mediacenter/news/2014/06/item70365.php.

II. Developing our Faculty through Strategic Hiring Practices[10]

Since faculty play such a central role in establishing, sustaining, and modelling diversity and inclusion, increasing the diversity of the College faculty must be a priority in the immediate future. As the University's Faculty Search Manual states, "We believe that faculty diversity is essential to our success as a leading research university with a global reach, and that diversity is an integral component of faculty excellence. Diversity is multidimensional and may encompass life experience, gender, sexual orientation, race, national origin, ethnicity, physical ability, spiritual beliefs, and intellectual approach" (p. 1).

Not all of those dimensions are easily measured, and official University data cover only some of them. Nevertheless, we can draw on available information to assess where we are, how we have already progressed (or not), and where our most urgent challenges lie, even as we recognize that the focus of these measurements obscures many important differences, including the broader range of ethnicities that enrich our scholarly community.

Faculty Diversity: Trends and Current Realities

We are grateful to Linette Decarie and her team in Institutional Research for assistance in visualizing the progress we have and haven't made. It should be noted that data from Institutional Research depend on self-reporting and on the institutionally-determined definitions of gender and racial-ethnic status. As determined by the federal Integrated Postsecondary Education Data System (IPEDS), "Underrepresented Minorities" (URMs) include: Native Hawaiian/Other Pacific Islander; Hispanic/Latino; Black or African American; Native American; and multiracial. URM means that these groups are underrepresented compared to the total available population.

We noted that this technical definition includes some relatively advantaged persons and leaves out many who are highly disadvantaged but not from defined ethnic groups. We also noted in our own conversations and those with our colleagues that "URM" has become a shorthand that often obscures the reality of specifically racial systems of discrimination. These reporting categories define the data we use below, but they provide only a rough guide, not a full measure of our larger social equity goals.

In 2017, defined underrepresented groups constituted a grand total of 37 persons (5%) from among the CAS faculty of just under 700 (see Figure 2).[11] Of those, however, *only 9 current CAS faculty identify as African American, and no one identifies as Native American*. It is difficult to make comparisons between our ethnic distributions and national data, but it would appear that nationally, roughly 10-12% of PhDs who are currently employed as faculty of any sort in 4-year institutions belong to these underrepresented groups (see Figure 3), with an additional 13% being Asian. That varies across disciplines, of course, just as it does in CAS; but overall, we appear to be behind the national trends. A 2016 TIAA report concluded, "The American faculty

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[10] Section II was primarily drafted by Sean Elliott, Sarah Frederick, and Kevin Lang.
[11] In all reporting of CAS faculty numbers, fulltime faculty of all ranks—Lecturer through full Professor--are included.

has evolved from a largely white male enclave to an increasingly diverse workforce, but the actual number of underrepresented minorities in tenured and tenure-track positions remains small… While underrepresented minorities held 12.7% of faculty positions in 2013, up from 8.6% in 1993, they held only 10.2% of tenured positions." It also pointed to the fact that the "decreasing availability of tenure-track positions in general, along with the wider prevalence of part-time roles, has complicated efforts to increase faculty diversity."

Figure 2. Number of College of Arts and Sciences Faculty by URM Status – 2017
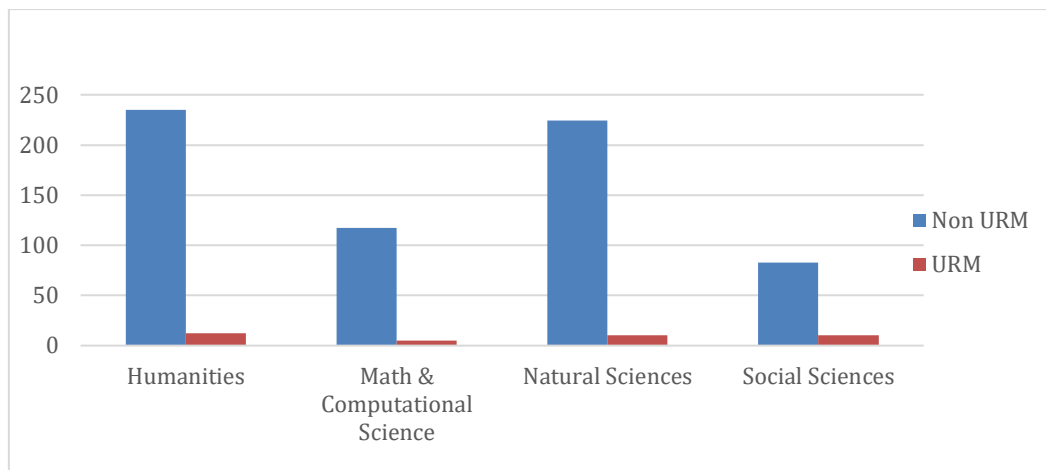
Figure 3. All Doctoral Recipients Employed in U.S. 4-year Institutions by Field Type (2013) [12]

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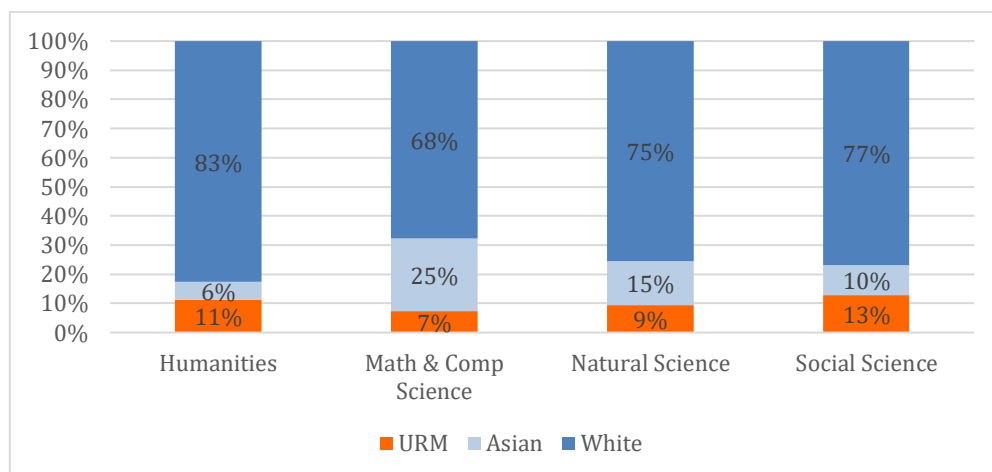
[12] In Figures 3 and 4, data for the Humanities is calculated from the 2004 National Survey of Postsecondary Faculty, downloaded from https://www.mla.org/content/download/2834/79690/data_on_humanities_2010.pdf. Other fields are covered in the NSF Survey of Doctorate Recipients. See https://ncsesdata.nsf.gov/doctoratework/2013/html/SDR2013_DST22.html.

While we have had concerns about diversity for many years, the proportion of our faculty from underrepresented groups has changed very little over the past three decades. It has consistently hovered between 4% and 6% throughout that period. Figure 4 illustrates the period since 2000 as it has been experienced in each division of the faculty. With so very few faculty of color in each division, the gain or loss of one person will noticeably move the percentage, making for very uneven trend lines.

Figure 4. Trends in Underrepresented Minorities by CAS Division
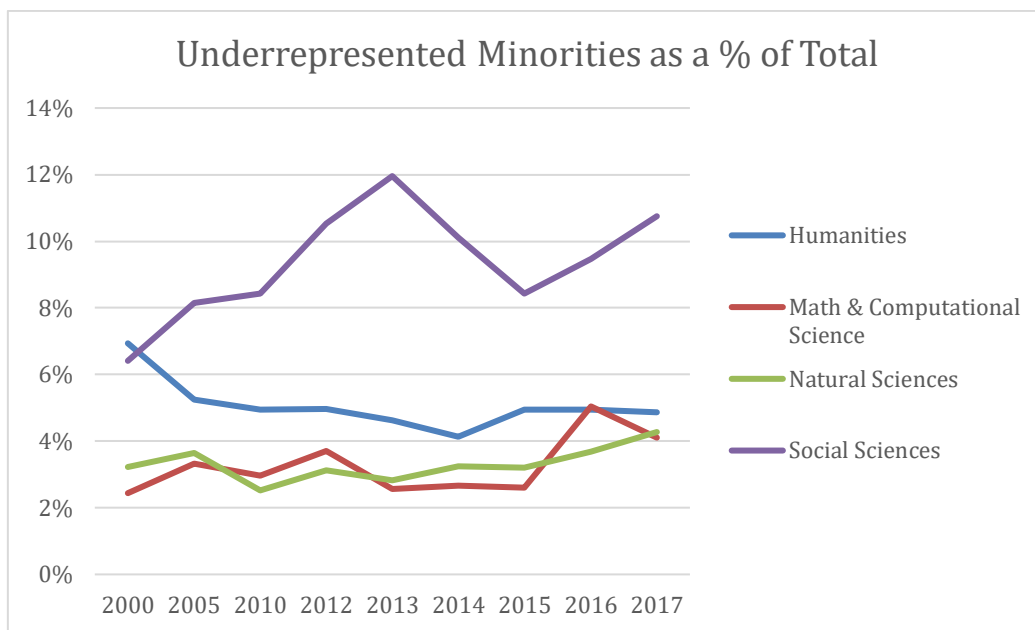
Another way to take stock is to note that 6 CAS departments have no one who counts as an underrepresented minority faculty member; 7 have only one; 5 have two; and only 5 have more than two. Even within the population of people who "count," there may be significant differences in status and life experience that make some more similar to native-born Euro-Americans than to others in their technical demographic category. For faculty of color, such relative dispersal and isolation is a significant burden. As the Boston Globe's Spotlight series noted about so many sectors of Boston society, it is all too common for an African American to be the only one in the room. We will address this further in Section III on Campus Climate.

As our colleagues often told us, the composition of our faculty is dependent on the composition of the pipelines that bring candidates to us. The applicant pools[13] for our 2016-17 searches (Figure 5) were somewhat more diverse than our present faculty, but not significantly different from the national pipeline data. It should also be noted that the 2017 pools in the Social Sciences were especially rich in faculty of color because this included a search for a Chair in African American Studies.

Figure 5. Underrepresented Minority Applicants by CAS Division, 2017
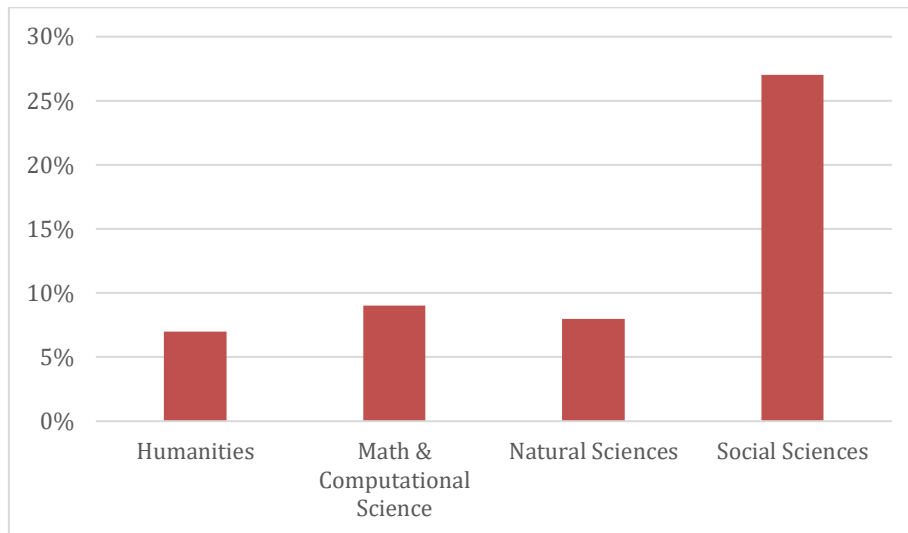
Our colleagues also reminded us that the faculty *has* become more ethnically and globally diverse over time. We have been enriched by significant numbers of Asians, Asian Americans, and international scholars.[14] In 1987, those groups constituted only 3% of the CAS faculty and are now about 14%. We have good reason to believe that we also have more faculty today who identify as LGBTQ, although there are no institutional data to confirm that. We also have no way to know about the disability status, religious diversity, intellectual diversity, or social class origins of our faculty or how those factors have changed over time. In short, there are significant aspects of the diversity we seek for which we have no systematic quantitative data.

Even with inadequate data, however, it is clear that our faculty falls short of representing the diverse populations we hope to understand, teach, and serve.

[13] These data are self-reported and include data on only 49% of applicants.

[14] Those counted as "international" are foreign born and not "green card" holders or citizens.

We do have information on the presence of women, and that provides a more optimistic picture in comparison. Nationally, the TIAA report noted that "[w]omen have been doing relatively better than men over the past two decades in securing full-time, tenure-track positions. But most of the infusion of women in academic roles has been in part-time and non-tenure-track appointments... Similarly, women in 2013 held 49.2% of all faculty positions, up from 38.6% in 1993, but just 37.6% of tenured positions." These trends are particularly acute in some fields; in the humanities, job listings last year were at a historical low and the proportion of jobs off the tenure track has been increasing steadily over the past twenty years. One third of the jobs MLA listed in 2016-17 in English and half of the jobs in foreign languages were non-tenure-track. Last year, full-time job listings in History hit a thirty-year low. Efforts to increase diversity face the danger of being distorted by these market pressures.

Attention to these gendered hiring patterns is critical. To the extent that disparities by rank intersect with gender and racial disparities, the restructuring of the faculty workforce has serious diversity and equity implications. It will be increasingly important to include lecturers in the College's decision-making, track their role in overall diversity trends, and monitor salary and advancement data. Any plan that aims to create a diverse and inclusive faculty must pay attention to the disparities that exist between the privileged tenure-stream ranks and those without tenure.

At CAS, across fields and ranks, the gender distribution of the faculty has improved appreciably over the recent period, with 267 women on the fulltime faculty today (see Figure 6), and many women in leadership positions. In no department are there fewer than four women, and the smallest proportion is 12%. While many women still find themselves a relatively small minority, they are not nearly as isolated as are men and women who are faculty of color.

Figure 6. Number of Women Faculty by CAS Division, 2017
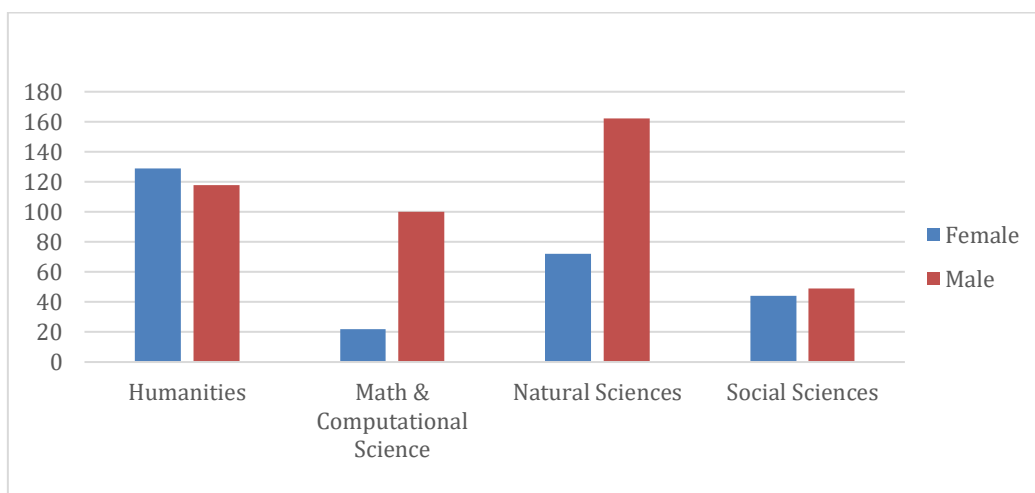
The trend in female presence on the faculty has been moving steadily upward from 22% in 1987 to 38% today (see Figure 7). We are close to national averages in our overall gender distributions – somewhat behind national averages in the Natural and Computational Sciences and somewhat ahead in the Social Sciences and Humanities. In 2013, national averages were 37.6% for the Natural Sciences, 21.8% for Math and Computational Sciences, 45.2% for the Social Sciences, and approximately 50% for the Humanities.

Figure 7. Percent Female - CAS Faculty by Division, 1987-2017
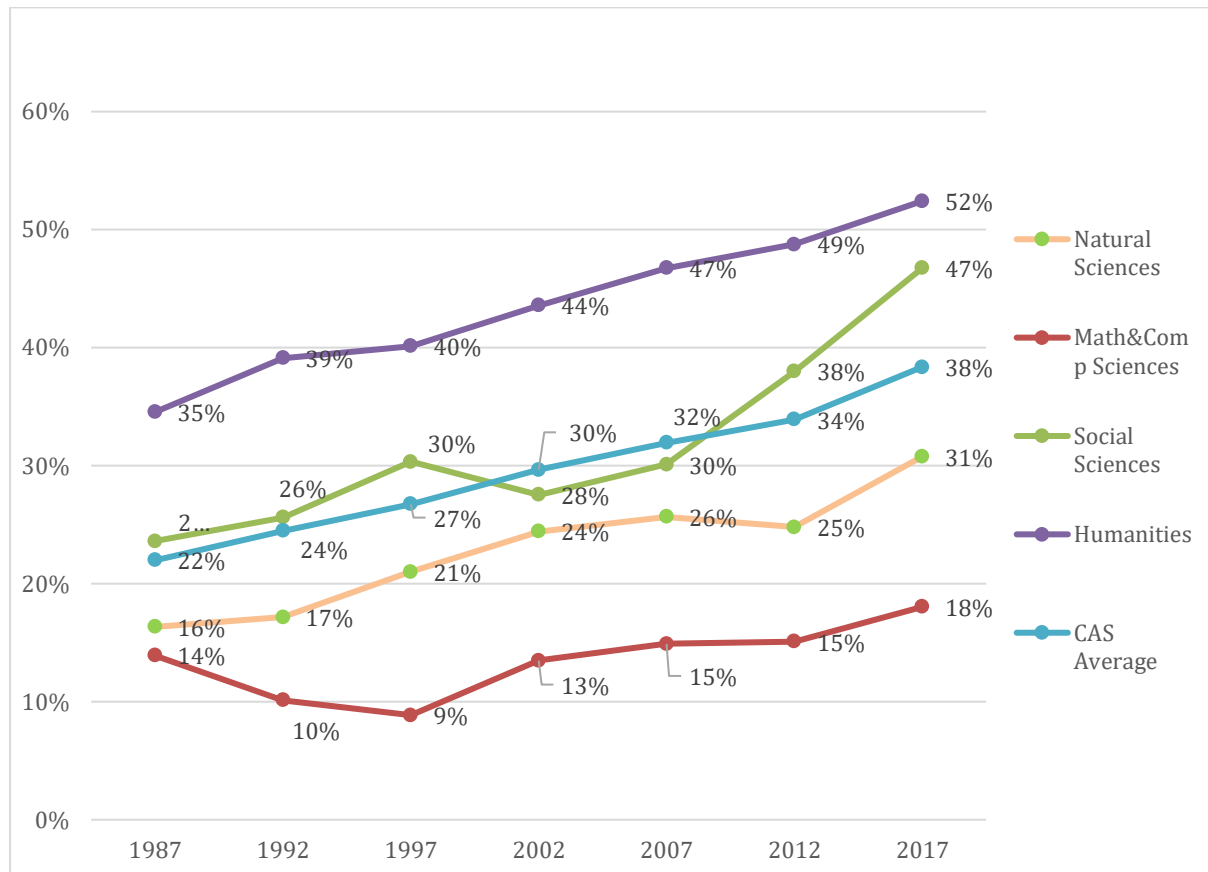
These general patterns reflect the patterns seen in our applicant pool (Figure 8). In the Natural Sciences and Math and Computational Sciences, the percentage of women in the pool in 2017 was roughly equal to the percentage of women those departments already have on their faculties and parallel to the numbers of women receiving PhDs nationally (Figure 9).

Figure 8. Percent Female Applicants by CAS Division, 2017
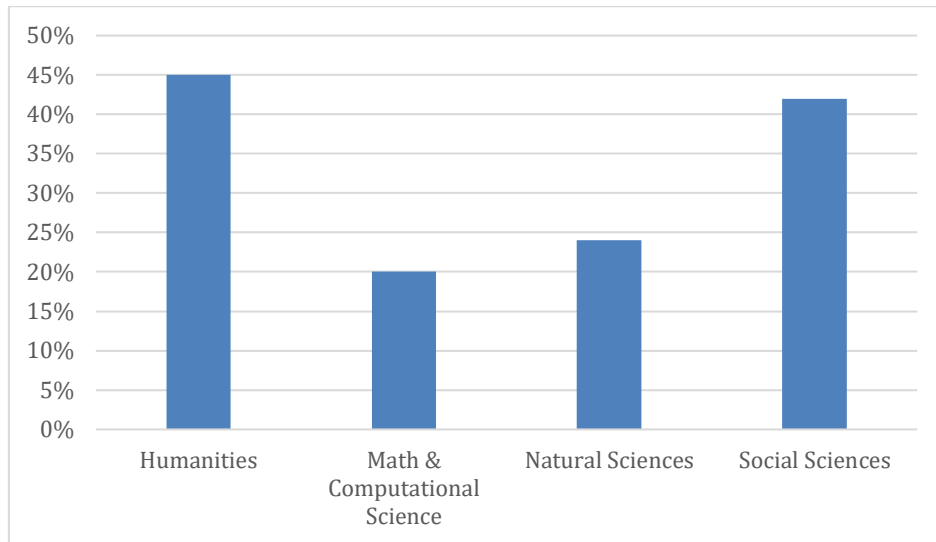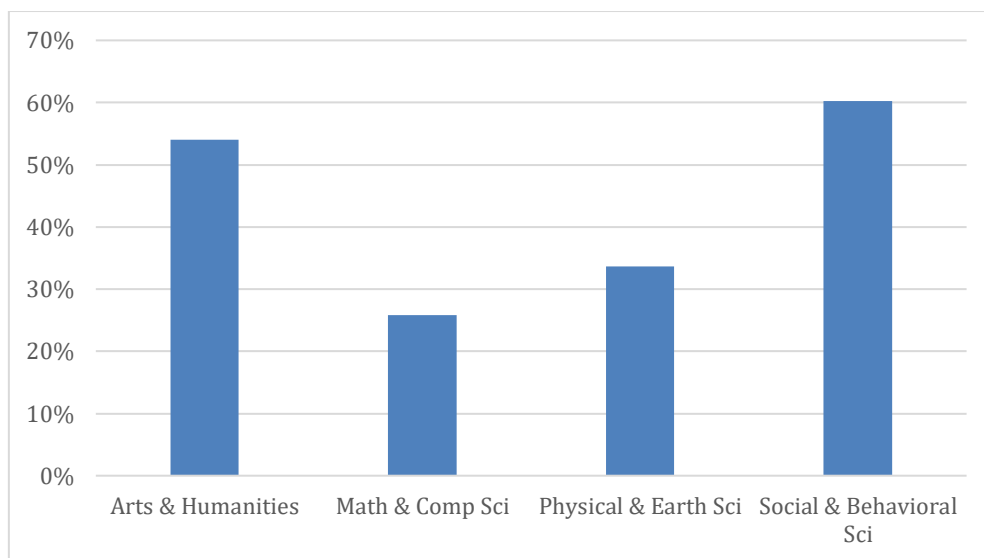

Figure 9. Percent Female among Doctoral Degrees Awarded, 2015-16[15]

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[15] Council of Graduate Schools, Graduate Enrollment and Degrees: 2006-2016. Available at http://cgsnet.org/ckfinder/userfiles/files/CGS_GED16_Report_Final.pdf. Note that these numbers include all types of graduate institutions, and the report's grouping of fields does not exactly parallel our Divisions.

These numbers, then, provide one important gauge with which we can measure our current situation. In many fields, we have made significant progress in hiring women, but in almost no fields have we made progress in increasing the number of faculty of color. The scarcity of African American and Native American faculty is stark. The numbers suggest that there are indeed challenges and that we need to move more intentionally to make progress in diversifying our faculty. They also highlight the degree to which different fields have different challenges.

Developing and Implementing Effective Hiring Strategies – What We Learned

Based on our listening sessions, we are convinced that the spirit of hiring that values diversity and inclusion is strong at Boston University. However, we also heard about specific challenges that may impede progress. As at most Universities, there is a sometimes real, and sometimes perceived, dearth of talented candidates. Our later recommendations will suggest ways to address those misperceptions, as well as structural paths toward making a diverse pipeline a reality.

In addition, we have heard about specific systemic issues that need to be addressed at BU: the absence of "real time" data on the diversity of candidate pools; data that go beyond official gender and URM definitions; a need for more flexible and responsive procedures for taking advantage of "targets of opportunity"; and a lack of resources to make successful hires when highly sought-after candidates are identified.

Consultation with several of our peer institutions (Brandeis, Brown, Carnegie Mellon, Emory, Rochester, Tufts, Vanderbilt, and University of Miami) has made it clear that all of our peers are grappling with the same set of concerns, and yet in many cases they have more clearly defined practices that we can learn from. What they do largely follows the patterns outlined in our own University [Faculty Search Manual](#). The results they have achieved, however, reflect structures of support and accountability that enable them to instantiate these practices with greater consistency. We have identified six primary conclusions from our review of our peers' experience.

1) **Inclusivity and diversity start with searches designed to yield diverse candidate pools*.* Elements of this design may include broad search descriptions that do not emphasize one narrowly-constrained intellectual area and searches in targeted areas that are likely to yield a diverse pool, as well as increasing the scope of advertising and soliciting candidates from a wider range of institutions.

2) **Success requires that we make clear to all that Diversity and Inclusion are core values*.* It is important to signal to potential candidates that diversity and inclusion are core Boston University values. All peers we spoke to highlight this – changes cannot occur in our own hiring best practices alone, but these efforts will only work if they are coupled with a steady push to make it clear to the outside world of candidates and their mentors and friends that a cultural shift is underway at BU. They must see that diversity is highlighted not only in our hiring aspirations, but also in the curriculum and in programming for our students.

3) **We need ready access to institutional and peer data that will help us assess our progress**. A number of institutions (especially Emory University) emphasized how much of their early success was made possible by their ability to move from a general sense of diversity as a value, to focusing on actual data about candidate pools, short-lists, and interviewed candidates. The more successful of these institutions believe that making use of shared peer data is invaluable, as well as using a faculty search application system that allows for real-time assessment of the demographics of a candidate pool.

4) **Searches need 'stop signs along the way'**. Talking about searches and hiring with our peers revealed a variety of mechanisms for direct feedback and reflection on goals as the search is underway. Much of this happens within the individual search committee or department, but external checks are important, too. To achieve diversity goals, 'stop signs' (or perhaps 'yield signals') that are *transparent* and *regularly scheduled* provide moments when searches can be modified, re-posted, or re-tooled.

5) **These efforts take resources**. All peers emphasize that there must be appropriate support for hiring faculty and staff from underrepresented groups. This support comes in various forms. In some institutions, the Provost's office provides assurances that additional slots can be made available for candidates who address a university-wide diversity need (University of Miami), and several emphasized being able to adjust to the opportunities for a spousal hire, both at initial hiring, and also for retention purposes.

6) **They also require ongoing institutional and faculty commitment**. Training opportunities and dialogue sessions amongst faculty are among the many ways that a commitment to diverse hiring can become part of the CAS culture.

What Should CAS Do?

As stated in the Prologue, a guiding strategic principle for all our proposals is the necessity for changes that are rooted in the particular needs and aspirations of each department and program. The overall results of College hiring matter to all of us, but it is at the department level that the critical work is done. Therefore, as noted in Section I, **we recommend that each department – in consultation with the College Associate Dean for Diversity and Inclusion – develop a strategic plan for diversity that details its own plans to diversify its faculty, students, and curriculum.** This plan should include goals for the makeup of the faculty and staff, and these goals should then serve as input into the recruiting process. Progress toward these goals should also be incorporated into the department's annual report to the Diversity and Inclusion Action Team, as well as into the university-wide process of regular Academic Program Reviews. Departments should draw on the University Faculty Search Manual and other sources to establish within their plan their own best practices for conducting searches to achieve these goals. It is understood that fields vary in hiring practices and the available pool, but goals and practices that increase diversity should be developed by each department and program that take those conditions into account. Such field-appropriate goals and practices should be clearly delineated and should be a required component of each unit's future strategic plans.

These department-specific plans will rest on a variety of important College and University resources, policies, and initiatives. Among the most critical:

II.1. **We recommend that CAS and the University establish clear guidelines that will govern decisions about resources.** Transparency will be important to mitigate concerns about unforeseen costs to departments who pursue diversity goals, as well as to quell unrealistic expectations about the conditions under which new resources can be available. *It is essential, however, that the University commit to making new investments to support these efforts.*

II.2. **We recommend that the University develop clear guidelines and commit new resources for "target of opportunity" hiring**. Not all advances in diversity and inclusion will happen through routine hiring, but all departments need clear guidance for pursuing opportunities outside the usual search processes. We found helpful the policies and procedures established at Brandeis University, for example.[16] It is understandable that the bar is high for such hires, but flexibility and speed are also critical if we are to compete for desirable candidates who would bring diversity and excellence to BU. We would urge that both senior and junior "targets of opportunity" be considered and that policies include provisions for partner hires. We heard from many departments that the competition for such candidates is strong and that a culture of pessimism has developed from past failures. When we have success, it will be important to make that widely known.

II.3. **We recommend that searches be approved as early as possible.** To facilitate a range of active recruitment strategies and timely evaluation points, it is essential that departments have ample lead time.

Implementation Strategies in Search Construction & Hiring Practices

The Dean, Associate Dean for Diversity and Inclusion, and relevant Associate Dean of the Faculty should work with each Department and Program to devise and implement the specific strategies that best fit that Department's Plan for Diversity. The overarching guidelines that should shape those practices include the following.

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[16] Brandeis's policy begins with the proviso that target of opportunity appointments must be "outstanding individuals whose scholarship and teaching would convincingly place them in the top ranks of a national search." It then specifies that "Candidates will be considered for appointment in the tenure structure without a national search if they meet one or more of the following criteria:
- Bring unusual pre-eminence to Brandeis University
- Diversify the faculty or the curriculum in significant ways
- Are critically important for strengthening or maintaining an important discipline or field."

First, every search should be designed to maximize opportunities to draw diverse candidates.

II.4. We recommend that departments design search proposals that expand the potential for a diverse pool. To pursue this goal, focus can be placed upon intellectual areas that value and cultivate diversity. We encourage departments to design searches that are not limited to a narrowly focused area of scholarship or simply duplicate longstanding field specializations. Broader searches can help us find better candidates and are less likely to discourage applications from applicants whose work may not fit 'traditional' definitions of the field. Faculty should be encouraged to work at the college and cross-college level to devise searches that expand our intellectual scope, and where appropriate, to think in terms of subject areas that will specifically attract a diverse applicant pool. This spirit can also be expressed in open-rank, open-field searches.

Especially promising is the interdisiplinary work that is fostered in the College's various Programs and Centers. This cutting-edge scholarship often gives attention to dimensions of diversity and is attractive to a wide range of potential faculty. While Programs do not have the ability to be a "tenure home" or take the lead in hiring proposals, we strongly encourage the inclusion of proposals that may originate there. We would caution, however, that cross-departmental appointments are – rightly – perceived by job applicants and prospective hires as unduly demanding and inadequately valued by individual departments in merit raise, tenure & promotion procedures. Interdisciplinary positions must be very carefully constructed to avoid this hazard.

II.5. We recommend that search proposals be evaluated on the basis of their potential to increase diversity. Each proposal will address many critical aspects of the department's research and teaching mission, but search proposals should specifically include more robust statements about how diversity and inclusion will be enhanced, including both how the search addresses diversity goals highlighted in the Department's Academic Program Review and Diversity Plan and how the recruitment strategies will be designed to yield a diverse pool.

II.6. We recommend that the College experiment with creating clustered searches, across multiple departments, with a focus upon topics that lend themselves to diversity. Invitations to participate in a cluster might especially go to departments that are understaffed and growing. We suggest, however, that clustered searches will require close collaboration among departments and programs and with the Dean's Office.

II.7. We recommend that all searches actively recruit candidates from underrepresented groups. Committees might adopt strategies such as those described in the University [Faculty Search Manual](p. 8). These proposed strategies should be included in the search proposal, and the College should provide necessary resources for the proposed recruiting. We would especially highlight both the need for targeted personal contacts to seek diverse candidates and the use of multiple internet-

based venues. We would add that active recruiting will also likely lead to targets of opportunity.

II.8. We recommend that all candidates be invited to provide a diversity statement. In each search advertisement, the department should specifically state how candidates may describe their contributions to diversity and inclusion. This might be in their cover letter, teaching or research statements, or a separate statement. The University [Faculty Search Manual](#) (p. 8) provides several good models for pursuing this strategy.

Second, the process of evaluating applications must facilitate the goal of increasing diversity and inclusion. We need to develop a culture where these values are held dearly by all, and that will require regular training and dialogue, as well as specific search procedures.

II.9. We recommend, to the extent possible, that search committees themselves be diverse. However, we have concern that too much responsibility for diversity efforts rests on faculty of color who are already stretched thin. We encourage departments to weigh carefully how best to take advantage of the wisdom, resources, and connections of their underrepresented colleagues, without unduly burdening them.

II.10. We recommend that search committees establish guidelines for fair review. Each committee should spend time in an early meeting carefully reviewing the procedural suggestions provided in the University [Faculty Search Manual](#) (pp. 19-21). These include strategies for giving fair consideration to all applicants, even in pools that might be very large. We suggest that departments take specific actions to increase the probability that candidates from underrepresented groups receive careful consideration. It is also critical to establish – at the beginning – clear expectations (often in the form of an evaluation rubric) for how committees will evaluate candidates and how diversity will be considered in that evaluation. Committees should include consideration of each candidate's potential for mentoring, course or research contributions, as well as the candidate's own specific background.

II.11. We recommend that committees, the College, and the University guard against "elite bias." Relying excessively on candidates' elite credentials as the best sign of excellence can prevent attention to excellent candidates from alternative backgrounds. Given historic patterns of limited access to the leading programs, diverse candidates can be disadvantaged by such "elite biased" criteria. Promoting diversity without sacrificing quality requires a willingness to seriously consider candidates from a much broader pool.

II.12. We recommend that regular training be available and required. The College should work with the Associate Provost for Diversity and Inclusion to provide regular opportunities to learn about best practices for how to run searches. This will include training on stereotype threat, implicit bias, and systemic imbalances. Every search

committee should include at least two members who have recently participated in this training.

II.13. **We recommend that all of us claim diversity as a shared responsibility.** We do not necessarily suggest, for example, a specific Diversity Advocate on each search committee. We did not find this approach used in our peer institutions, and we favor instead appropriate dialogue within the search committee, guided by a larger, ongoing discussion of diversity at the college and university level.

II.14. **We recommend that learning about diverse and inclusive searches be supported.** CAS should provide resources for speakers, workshops, and materials that help train faculty, provide opportunities for departments to learn about the importance of diversity and inclusion, and allow sharing of best practices across departments. In departments doing extensive recruiting or with field-specific practices, presentations can be brought to the department itself.

Third, every search should be assessed for the effectiveness of its outcomes. This should include both individual midstream assessments and cumulative college-level assessment at the conclusion of the search season.

II.15. **We recommend that CAS move all application processes to Interfolio** or another platform that allows for real-time tracking of the diversity of the applicant pool. Current procedures provide data that are too incomplete and not sufficiently timely to be useful in assessing whether the search has generated a diverse pool and whether a proposed "short list" adequately represents that pool. We also hope that routine gathering of demographic data might be expanded beyond required federal categories to include information on other aspects of the diversity we seek to expand. We also suggest that relevant peer data (perhaps from AAU) should be more readily accessible.

II.16. **We recommend that a diversity assessment happen before candidates are brought to campus for interviews.** Every search should include an internal midstream assessment, in conversation with the Associate Dean for Diversity and Inclusion and the relevant Associate Dean of the Faculty. Expanding on the process already in place in the College (see "[Steps for Recruiting](#)"), when the department forwards names of the "long short list" to Faculty Actions, they should provide a brief assessment of recruitment efforts, the quality of the overall pool, and how diversity has been considered in arriving at the proposed list of final candidates (see also University [Faculty Search Manual,](#) p. 20). The Associate Dean of the Faculty and the Associate Dean for Diversity and Inclusion will review these reports along with the proposed candidates and provide feedback and suggestions. In some cases, this may mean extending the search in order to recruit more effectively.

II.17. **We recommend that the Dean and the Associate Dean for Diversity and Inclusion report annually to the College on progress toward diversity in faculty hiring**. This report should be publicly available on the CAS website.

Finally, hiring is inextricably linked to overall equity and support.

The relative inadequacy of faculty compensation compared to the high cost of living in Boston affects everyone, but especially complicates our ability to hire highly-sought-after diverse candidates. According to a recent Ohio State University study, BU is ranked 49th out of 60 AAU institutions nationally for ratio of pay to cost of living.[17]

Similarly, before the recent Union agreement, lecturer salaries, adjusted for local cost of living, were pegged at 31st out of 33 private US R1 institutions. These are realities that affect the entire campus community, but given the currently very competitive market for candidates from underrepresented groups, this reality and the reputation that follows it put BU at a disadvantage both in hiring and in retaining minority faculty.

In addition, BU lacks onsite childcare arrangements, a fact that affects young female faculty disproportionately. And the combination of housing costs and Boston school quality poses further financial challenges, especially for young faculty. These, too, are realities that affect most BU faculty, but they compound the difficulty we face in hiring and retaining sought-after faculty from underrepresented groups.

So long as a general climate of scarcity prevails, making exceptional resources available for diversity hiring can exacerbate the kind of zero-sum thinking that hides under the rhetorical cover of an aversion to "sacrificing excellence for diversity." Our efforts will succeed best when a larger sense of generosity is coupled with the essential special efforts and resources necessary to hire and retain faculty of color.

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[17] See http://senate.osu.edu/committees/FCBC/2016%20FCBC%20Salary%20and%20Benefits%20Report.pdf, p. 19.

III. Building an Inclusive Climate for All[18]

Building an inclusive and accessible campus climate is necessary for the overall changes we seek. It is a result of a more just and intentional openness to diversity, but it is also a necessary ingredient in making that diversity possible. A reputation as a welcoming, thriving, diverse community is critical for recruiting underrepresented minority faculty, staff, and students; the *reality* of a welcoming and diverse community is critical for retention and for fulfilling our mission as a College. Perception and reality must align. To build a climate in which underrepresented members of the BU community—of all genders and sexual orientations, with and without disabilities, in a variety of family configurations—can participate fully requires attention to improving our working and learning environment; knowing our history more fully; community building across the University; parity in allocation and evaluation of work, including service; attention to issues specific to the LGBTQ community; and thinking creatively about how teaching and scholarship at the intersections of disciplines may be a fertile ground for bringing diversity into our common intellectual life. In what follows, we elaborate on these themes and make specific recommendations. In addition to improving the campus climate for underrepresented minorities, many of these efforts will improve the climate for all members of the BU community.

What Should CAS Do?

> ### About building a hospitable working and learning environment:

Building an inclusive and diverse community will require changing the broader campus climate, as well as creating welcoming spaces specifically for faculty, staff, and students of color. Work must be done throughout the College to reduce bias, discrimination, and racist and sexist microaggressions which create a hostile climate, and persons who experience such discrimination must know how to seek assistance and redress. At the same time, safe spaces for diversity will not be spaces free of conflicting opinions and challenging ideas. Free speech is among the most important requirements for a liberal arts education, and a diverse campus must be a campus where we learn to speak and listen carefully and respectfully to one another.

III.1. **We recommend regular opportunities for learning and dialogue.** The Associate Dean for Diversity and Inclusion and the Action Team should work with Departments to provide and highlight opportunities to learn about historic injustices and blindspots, as well as resources and contributions that arise from our diversity. Faculty who are active advocates and resource persons in such efforts should be identified and visibly recognized.

III.2. **We recommend clear systems for reporting and adjudication.** Bias-related incidents, including sexual harassment, should not have to be endured in silence. Methods for providing support and amelioration should be visible and accessible. The Ombuds has been a highly effective first step, as is the Sexual Assault Response and Prevention Center (SARP). Their "Step Up Step In" training is also available to help

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[18] Section III was primarily drafted by Kecia Ali, Angela Ho, Anthony Petro, and Peter Schwartz.

create a broader culture of rejecting discrimination. Title IX coordinators help, as well. These are important structures, but the College should undertake a more thorough assessment of reporting and response needs and resources, as well as ensuring that information is widely communicated.

> *About building an accurate record of BU's history of inclusion:*

Images and stories matter. BU prides itself on its history of inclusion, but at present this history is available to the public mostly in the form of a list of "firsts," a rather ubiquitous invocation of Martin Luther King, Jr., and assertions that "diversity is in our DNA." Institutions, however, do not have DNA; they have histories and traditions, and it is clear that BU's recent history has not conformed as well as it could to our assertions about our traditions. We fear that this divergence from our stated ideals has produced a certain dissonance within our projected public image: under current conditions, our talk of firsts can sound aspirational (indeed, it is doubtless meant that way), but it can also fall heavy on the ears of racial and ethnic minority members of the community who have not experienced the inclusive ideal we project. To the extent that our current condition is a product of historical developments, it would serve our efforts at change to research these developments in detail. A more thorough scholarly assessment of our history can lay the foundation for a reality that is more closely matched to perception.

> III.3. **We recommend that CAS sponsor scholarly exploration of our history.** We suggest a pair of scholarly conferences, if possible with following publications. The initial conference would focus on BU's history of inclusion, including well-researched papers on the many "firsts" on which the University prides itself: the first Black woman doctor (Rebecca Lee Crumpler), the first Black psychiatrist (Solomon Carter Fuller), the first woman PhD in the US (Helen Magill White), the first woman graduate of the BU School of Theology (Anna Snowden Oliver), one of the first ordained female ordained Methodist ministers (Anna Howard Shaw), and the first US woman lawyer to be admitted to the bar (Lelia Robinson Sawtelle). The second would focus on Martin Luther King's complex local and national legacy, set critically in the context of the broader histories of Boston abolitionism, Boston race relations generally, the Civil Rights movement, American Methodism, and King's relationship to BU's Marsh Chapel Dean Howard Thurman. The effect of these events could be nicely amplified by connecting curriculum to them.

> *About building and sustaining supportive connections:*

Changing the climate will also require initiatives to reduce isolation and establish and nurture connections between and among faculty, staff, and students of color. One important result of such initiatives will be to defuse the departmental silo effect that both isolates individuals and prevents comparison of policies, practices, and cultures across departments. As noted in our current statistics, many faculty of color are currently the only one or one of a very few in their own departments. This not only creates undue service burdens, but also deprives people of contact with immediate colleagues who face similar challenges. Cross-departmental contacts and organizations are essential, but given the disproportionate service burdens on faculty of color—especially women—community-building labor should be supported and rewarded.

III.4. **We recommend that CAS provide support for faculty networking**. We need both BU-based and Boston-based networking opportunities and affinity organizations and events that would bring people together, across rank, to provide peer mentoring, scholarly connections, and moral support. Within the College, Tertulia: The Junior Faculty Colloquium has become an important place where departmental isolation is overcome. An affinity model might be the Black Faculty and Staff Association at Iowa State or Women Faculty of Color, a Boston-based group organized out of Northeastern. Local units of historically black fraternities and sororities can be important, as well. The initiative for and structure of affinity networks should begin with the faculty themselves, but the College should provide financial support and recognition to faculty who take on organizing roles in such groups. College communication sources should make them visible.

III.5. **We recommend that CAS support and expand diversity-oriented student-faculty connections.** The Minority Connection Initiative is an exciting, student-initiated new model. FYSOP (the First-Year Student Outreach Program) is another already established effort worth encouraging. The Howard Thurman Center, BU's premier facility for bridging racial, ethnic and cultural divides on campus, will increasingly be an excellent venue for such connections, as well. Current plans to relocate and expand the Center from the basement of the George Sherman Union at 775 Commonwealth Avenue (where it is currently difficult to find and hard to access) to the 808 Gallery at 808 Commonwealth Avenue (where it will occupy about 19,000 square feet) will provide a fivefold expansion in its space, and heightened visibility. This transition will be an excellent opportunity to launch faculty and student forums to address issues of racial and cultural difference and to promote diverse and safe spaces on campus.

III.6. **We recommend that support for affinity networks extend to LGBTQ faculty, staff and students**. The College can provide basic support to the new Queer Faculty Network, as well as continuing to work with the Dean of Students Office and the WGS Program to support undergraduate organizations that deal with issues of gender and sexuality, such as the Center for Gender, Sexuality, and Activism.

➢ *About honoring the service of faculty of color and fairly compensating them for it:*

One central element of campus climate is the fair allocation of resources, just distribution of labor, and full recognition for the hidden additional labor expected from faculty of color. This is especially critical in every process of evaluation. Fulfillment of service expectations takes time away from the necessary work of research and publication, and we need better ways of accounting for and rewarding that work. Dr. Ansley Abraham of the Southern Regional Education Board (SREB), a think tank for public education, said in a recent article, "If you are the only professor of color in your department, you do tend to be called upon more often than your colleagues to provide that service."[19]

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[19] "How Faculty of Color Hurt Their Careers Helping Universities with Diversity," available at http://diverseeducation.com/article/105525/.

III.7. We recommend that departments increase transparency and equity in the allocation of service work. When faculty of color, women faculty, and especially Black women faculty take on additional service work, including the mentoring of junior faculty, graduate students, or undergraduate students, this labor should be recognized and counted. Mentoring for faculty, staff, and students of color is crucial; it is also takes significant emotional and mental resources and is time-consuming. Advising and mentoring should be recognized as significant service work for the advisor/mentor, perhaps even replacing other service obligations.

III.8. We recommend that College leaders balance the need for representation against the risk of excessive service burdens. As important as it is for persons of color to be included, there are simply not enough to go around. When they do take on extra burdens of representation, there should be tangible ways of recognizing and rewarding their service. This might include course releases or additional research assistance and support. The goal should be to reduce the faculty member's other obligations to allow them to devote the same proportion of their time to research and publication that other faculty members do. Because service, even if it appears on evaluations, does not count nearly as much as research and publication for tenure or promotion, it is particularly key to reduce other obligations in such a way that this necessary labor does not make it more difficult for faculty of color, especially women, to gain tenure.

III.9. We recommend that routine evaluations of teaching and other activities be done in ways likely to minimize, rather than exacerbate, bias. While the research is mixed on the pervasiveness of some forms of evaluation bias, there is good reason to worry that student teaching evaluations often introduce biased assessments into the record of women and faculty of color. [20] The College should work with the Center for Teaching and Learning to develop methods that reduce these effects. CAS should also consider reformulating end-of-semester evaluations to focus on student learning rather than on rating of professors and teaching assistants.

➤ *About encouraging diversity-oriented interdisciplinarity:*

The practice of interdisciplinarity often brings cultural diversity with it. In fact, it is often in interdisciplinary programs and centers that exciting intellectual work is expanding our capacity for inclusivity. Teaching about race is one example. Twenty-three courses among the CAS Spring 2018 course listings promise in their course descriptions to thematize race. Seven of those are offered by or cross-listed with the Women's, Gender & Sexuality Studies Program (WGS) and four with the African American Studies Program (AA). Sociology and English are the two departments offering the greatest number of relevant courses (7 and 6 respectively), with additional courses in History (3), Political Science (2), and Psychology, Anthropology and WLL/Japanese (one course each) – but almost all of these are cross-listed either with each other or with WGS or AA. This would seem to suggest that interdisciplinary programs—WGS and

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[20] Merritt, Deborah J. "Bias, the Brain, and Student Evaluations of Teaching." *St.John's Law Review* 82.1 (2008): 235-87.

African American Studies specifically--are currently functioning as significant sites not only of discussion about race, but of discussions of race in relation to two other major diversity-issue arenas: gender and class.

III.10. **We recommend that CAS continue and expand sites of interdisciplinarity**. This emphasis can provide advantages for the intellectual culture of the University as a whole, but it can be especially fruitful for junior faculty and faculty of color. These interdisciplinary sites offer extradepartmental perspective and freedom to experiment without intradepartmental pressures from senior colleagues and disciplinary traditions. This is doubly important for junior faculty of color (whose exposure to such pressures and need for de-siloization are especially acute). Existing sites of interdisciplinary intellectual exchange can be found in classrooms where courses are cross-listed and in interdisciplinary programs and centers, suggesting that both new forms of teaching and new research foci may be worth exploring. The caution, again, is that participation in this important intellectual and curricular work can – if not adequately recognized and compensated – come at the expense of work necessary for merit, tenure, and promotion; and it can fall disproportionately on faculty of color.

➢ *About continuing to improve the LGBTQ campus climate:*

There have been major advancements in LGBTQ (lesbian, gay, bisexual, transgender, and queer) rights over the last two decades, yet discrimination against those who are, or who are perceived to be, LGBTQ persists in legal, social, and workplace contexts. Members across the BU community (faculty, staff, and students alike) continue to experience discrimination based on sexual and gender identity. LGBTQ people who are also woman-identified, who are members of minority racial groups, and/or who are people with disabilities often experience such discrimination in even more profound ways. BU historically lagged behind peer and peer-plus institutions in beginning to support research, develop curricula, and foster a welcoming environment for LGBTQ faculty, staff, and students.

Boston University's peer and peer-plus counterparts have been leading the way to improve the general and scholarly climate for LGBTQ faculty, staff, and students. Many major research universities boast expertise in LGBTQ studies and offer courses of instruction in these areas. At BU, the climate for scholarship in gender and sexuality studies, including LGBTQ studies, has begun to change over the past decade, especially with the growth of the Women's, Gender & Sexuality Studies Program and through the efforts of faculty involved in the Faculty Gender and Sexuality Studies Working Group. Following a conference in honor of the pioneering queer studies scholar Eve Kosofsky Sedgwick (who briefly taught at BU), this group has organized an internationally-renowned annual lecture series bringing some of the leading voices in LGBTQ studies to BU (https://www.bu.edu/honoringeve/). We need to build on these promising beginnings to further include diverse gender identities and sexual orientations within our campus culture.

III.11. **We recommend that CAS expand LGBTQ studies.** Having a robust curriculum and resources in LGBTQ and women's, gender, and sexualities studies contributes not only to the academic strength of the College, but also to the campus climate. Such

courses allow students to explore the history, literature, and culture of diversity and difference. There should, therefore, be multiple efforts to encourage and support current and new initiatives for faculty research and curricular development. Diversity grants for course-development and support for team-teaching are important steps. Current resources to address LGBTQ issues, both academically and in terms of climate, will soon be highlighted on websites run by the WGS Program, but the CAS Diversity website can make these more visible.

III.12. We recommend that CAS support efforts to make the University more trans-friendly. In recent years, transgender and genderqueer persons have become far more visible in national and local politics, even in the face of organized and state-led backlash. The politics of bathrooms, in particular, has become a lightning rod for debates about gender identity. Boston University can and must provide clearly indicated and accessible gender-neutral bathrooms.[21] Visible all-gender bathrooms are vital to the health and safety of students, faculty, and staff. Other institutions within the Boston area -- for example, Northeastern and Tufts – have taken the lead in creating easily identifiable gender neutral facilities. The College should take the lead at BU in creating a map of single-stall bathrooms on campus (similar to the Northeastern example). The map should be easily searchable and highly visible on the BU website. Single-stall signage should also be changed.

Beyond bathrooms, being trans-friendly also means attention to pronoun use and the use of names, especially when official University records lag behind personal changes in status.

Our faculty colleagues also pointed to their need for knowledge about how best to work with trans-gender students, so we suggest that the College develop a short, clear guide to explain current best practices for responding to the needs of transgender and gender-nonconforming members of the community.

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[21] Current research shows that transgender and gender nonconforming people experience threats of violence when entering gendered bathrooms (e.g. Herman 2013), including in the specific context of higher education (Seelman 2014). As a result, many avoid public facilities altogether, which can lead to serious health complications, including dehydration, urinary tract infections, kidney infections, and other kidney problems (Herman 2013). A local Massachusetts study reached similar conclusions. (Reisner et al 2012). Even more gravely, being denied access to appropriate campus bathroom accommodations increased suicidality among transgender college students (Seelman 2016).

IV. Enhancing Diversity and Inclusion in CAS Curriculum, Pedagogies, and Campus Experiences[22]

Dean Cudd has charged the CAS Diversity and Inclusion Committee to develop recommendations "consistent with the mission and goals of our College as the home of liberal education within a comprehensive research institution." This necessarily includes developing a curriculum that reflects and enhances the diversity and inclusion of students. Toward this end, CAS will need to utilize and go beyond existing institutional resources to enhance student learning about and in the context of diversity. The College should pay specific attention to the cultural differences that learners bring to the educational experience and foster a welcoming community that engages all students within and outside the classroom across and in a context of difference. Serious attention to diversity requires sustained and specific strategies that address both the formal and informal CAS curriculum, from specific courses to overarching programming and dedicated resources.

CAS already boasts a diverse student body: over the past two years, nearly 25% of our entering student class was from abroad and our total population of underrepresented minorities has now reached 15%, with 11-12% of our student body identifying as Hispanic/Latino and 4% as African American or Black (see Figure 10).[23] Underrepresented minorities are, however, less present in CAS than in our broader context in Boston or in the US as a whole.

## Figure 10. Ethnic Distribution of BU Students Compared to Boston and US
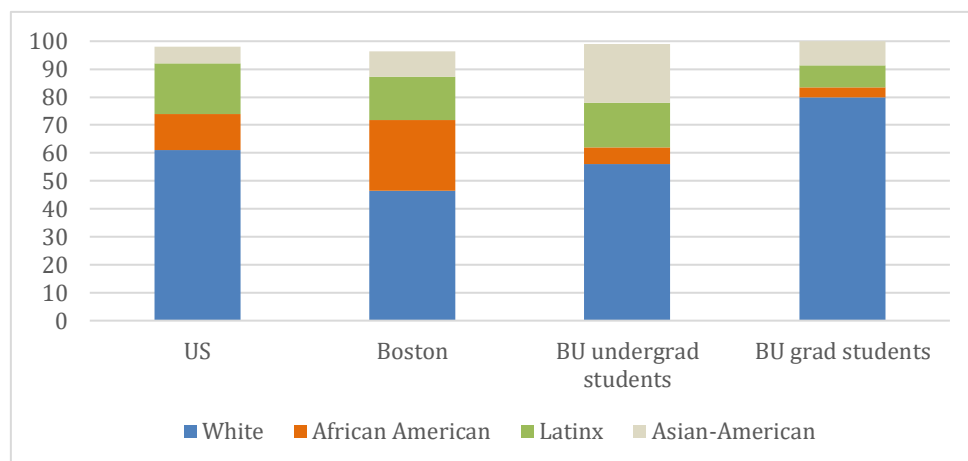
The situation is quite different in the Graduate School. While 44% of the overall graduate student body is international, domestic diversity is sorely lacking (see Figure 10). Nationally, almost 20% of all graduate students in Masters and Doctoral programs are African American or Hispanic (see Figure 11), while we have barely half that proportion (11%). The number of underrepresented minority graduate students has not increased significantly over the past 10-15 years, and there is a general concern across departments about this issue. Some departments have attempted to create discipline-specific solutions based on best practices within their fields. However, we are not currently succeeding at attracting many talented, diverse students to our graduate programs, compounding already existing disparities in faculty recruitment (to be discussed further in Section V).

Figure 11. Total National Graduate Enrollment, fall 2016[24]
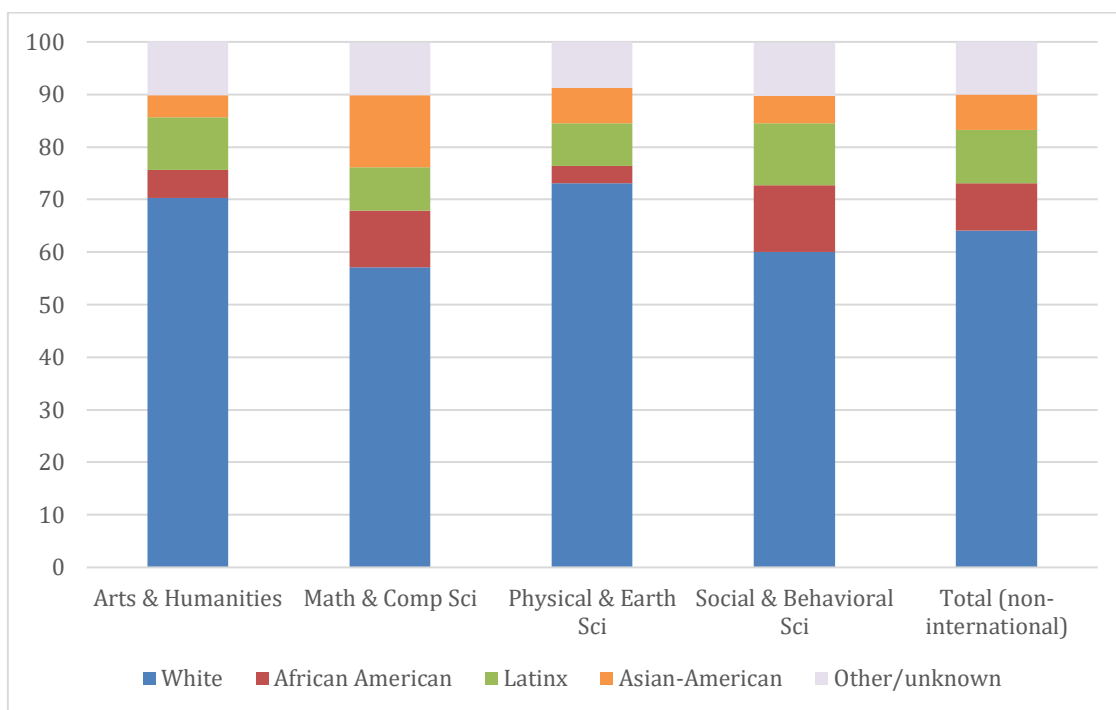
Existing Efforts to Recruit and Support Underrepresented Minority Students

At the University level, there is good progress to report. BU has recently taken several steps to make admission more accessible to underserved populations. BU Admissions has partnered with the College Board to reach out to students identified as academically capable but unlikely

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[24] Council of Graduate Schools, Graduate Enrollment and Degrees: 2006-2016. Available at http://cgsnet.org/ckfinder/userfiles/files/CGS_GED16_Report_Final.pdf. Note that these numbers include students in all kinds of institutions and in all graduate degree programs.

to apply to a selective school, a strategy supported by Caroline Hoxby's[25] research on "undermatching." In the past year, the numbers of underrepresented minority and low SES undergraduates enrolling at BU have gone up. The absence of economic diversity among our students was a major concern voiced by faculty in our conversations. We are keenly aware of both the cultural and economic dimensions of the disparities that currently exist within the BU student body, so we were heartened in the fall of 2017 when President Brown heralded the success of new financial aid policies in increasing the number of Pell Grant recipients in the incoming class.

Those strategies have joined an increasing number of university-wide initiatives to assist underrepresented and economically disadvantaged students in enrolling at BU and affording a BU education. The University is involved with programs, such as the College Advising Corps, which places near peer advisors (recent college graduates) in each BPS high school to support students in the application process. Upward Bound and Upward Bound Math and Science at BU offer after school programs, plus a six-week summer residential program. The Undergraduate Admissions Multicultural Advisory Committee has revised its strategies, and Multicultural weekend has been reconfigured. Admissions works with The Posse Foundation, Say YES to Education, Chicago Scholars, IMPACT, and other organizations to extend access and affordability further. In addition, a few departments in CAS have been actively partnering with existing recruiting programs.[26] (We will further address such "pipeline" programs in Section V.)

Targeted undergraduate scholarships include Menino and Boston Community Service Scholars (both for BPS grads), as well as Richard Cohen Scholars (Pell Grant recipients) and Gates Millennial scholars. The Jack Kent Cooke report offers many specific recommendations and models for increasing access for high achieving low-income students that are also relevant to underrepresented minorities. Among them, the Posse Foundation and College Advising Corp have been proven effective through research. Targeted for graduate students, the Martin Luther King, Jr. Fellowship is also an important factor in our efforts to recruit and retain highly qualified and underrepresented students.

The BU Office of College Access and Completion is also working to ensure that all undergraduates who are underrepresented in some way have mentors, access to consistent programming, and know about each other and form a community so they can rely on each other. Menino Scholars, for example get a week of residential orientation. Such summer bridge programs, like Stanford's Leland Scholars Program, are a way to help support incoming students before classes begin. Even a few days of seminars and programs for incoming students from underrepresented populations can smooth the transition and help them form community with each other.

Research shows that when selective schools admit the population of students identified through "undermatching," these students are at higher risk of dropping out and ending up in debt with

[25] Hoxby, Caroline, and Christopher Avery. "The Missing "One-Offs": The Hidden Supply of High-Achieving, Low-Income Students." *Brookings Papers on Economic Activity* (2013): 1-65.
[26] Math, for example, through the Program in Mathematics for Young Scientists (PROMYS), supports mathematically talented and financially needy students from Massachusetts, encouraging talented young Mathematicians to pursue higher education at BU and elsewhere.

no degree. Underrepresented and first-generation students may not have the cultural touchpoints or socialization necessary to navigate college that more privileged students bring with them. A recent Chronicle report stated, "Students from under-resourced high schools may never have written long research papers, worked in study groups, or taken higher-level math. Yet these are all strong indicators of college success, noted Rakesh Khurana, dean of Harvard College.... To counter these challenges, many colleges have created programs to provide early academic support and introduce incoming students to concepts like peer mentoring, intensive writing, and building relationships with professors." Partnership with organizations like Posse are part of the solution, but more can be done. In graduate education, programs like GWISE (Graduate Women in Science and Engineering) are making a difference in supporting diverse students once they are recruited, though more can also be done here, particularly in the Humanities and Social Sciences.

Existing Efforts to Enhance Diversity and Inclusion in the Student Experience

Diversity and inclusion have also been enhanced as programs like the Howard Thurman Center for the Common Ground have been given a more prominent profile, further staff resources, and an enhanced programmatic commitment. Other ongoing programs also continue to have an impact, including FYSOP, which connects students to the Boston community and to their peers, encouraging students to "discover and celebrate our unique roles as active citizens." The Center for Gender, Sexuality and Activism is a student-run organization that seeks to "end gender oppression and violence, and advocates for the full equality and inclusion of women, queer and trans students." And WISE@Warren is a living community at Warren Towers that "provides opportunities to learn about careers from top faculty and to make lasting friendships" with peer women scientists.

CAS also sponsors its own unique programming: FY 101, a one-credit course designed for first year students that seeks to create community, promote health, wellness and safety, build academic pathways and success, and explore identity (http://www.bu.edu/cas/current-students/undergraduate/the-first-year-experience/fy101/) is one example.

There are, however, disparities in how underrepresented students participate in high-impact practices like study abroad, undergraduate research opportunities, and internships. The Yawkey Non-profit Internship Program funds a nonprofit internship program specifically to fund unpaid internships, making opportunities available to students who would otherwise need to work. There is more work to be done to ensure more equitable access to these experiences.

CAS classrooms are also sites where more work is called for. Students who spoke with us noted both the absence of diversity in what they study and the need for greater cultural competence among instructors. Attention to diversity in the curriculum has increased, as the BU Hub has identified "Diversity, Civic Engagement, and Global Citizenship" as one of the six capacities expected from students.[27] That is a welcome focus, but there is much more to do.

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[27] Faculty are encouraged to develop courses that prepare students to "engage with peoples and cultures abroad and within one's local community and with struggles for social justice."

In sum, in a number of ways, we are making progress at enhancing the diversity among our students, deepening our curriculum, and building structures to guarantee that all of our students are supported. Yet there is still work to be done. Programs that do exist are diffuse and information sharing among departments and units is difficult. Much of the work of mentoring is currently done by staff and lecturers, rather than tenure-stream faculty. Graduate School recruiting needs improvement, beyond the well-established Mathin Luther King Jr. Fellowship. And finally, faculty, staff, students, and individual departments need concrete assistance if they are going to embrace cultural competency as a distinct goal and deepen their diversity focus.

What Should CAS Do?

Enhancing diversity and inclusion in CAS curriculum, pedagogies, and campus experiences will require the commitment of all the College's faculty, staff, and students lending their time and talents. The College can support that work by providing resources, training, and visibility. As we look to the near future, we recommend that the College focus its efforts in the following ways.

➢ *About improving communication:*

The diffuse and de-centralized character of diversity and inclusion work at BU has inhibited cross-fertilization and mutual support. CAS students do benefit from university-wide initiatives designed to enhance student experience of and with diversity. Individual CAS departments and programs have also undertaken their own initiatives independently, and with some success. Yet these activities, events, and opportunities are not always widely known.

> IV.1. **We recommend that CAS's diversity web presence be developed as a visible go-to resource.** There should be an accessible portal where faculty, students, and staff can readily locate resources and information about diversity-related programming, events, courses, resources, opportunities, and support.[28] Such a portal will become even more important as our diversity efforts are deepened. The CAS Associate Dean for Diversity, along with the staff Diversity Coordinator, should have this as a high-priority task.

➢ *About offering specific pedagogical support:*

Diversity has been identified as one of the important "capacities" in our new Hub curriculum. Still, training opportunities, curricular support, and departmental incentives do not match this stated goal.

> IV.2. **We recommend that the Center for Teaching and Learning be charged with providing diversity-oriented resources.** They should be asked to offer training in cultural competency, gender equity, and addressing the concerns of LGBTQ students.

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[28] Models can be found at NYU (https://www.nyu.edu/life/diversity-nyu.html) and at Northeastern (https://www.nyu.edu/life/diversity-nyu.html). The current CAS Diversity page is a good step in this direction.

Faculty should be offered incentives for their participation in these programs, as they were for BU Hub-related information sessions, workshops, and institutes. In addition, individual departments should be invited to arrange for department-wide training and be rewarded for their participation.

IV.3. **We recommend that the College establish "diversity and inclusion collectives."** These peer-led groups can serve as a resource for the broader College community. Such collectives should be encouraged for faculty and staff interested in identifying themselves as allies and resources for pedagogical and curricular development, as well as student support. They might include mentoring collectives around diversity issues, within and across departments, at both the graduate and undergraduate levels. Student collectives can offer support and peer mentoring among underrepresented minority, LGBTQ and international students, and women, following the model of GWISE, for example. These efforts should be among those supported by Diversity Innovation grants, as other institutions including MIT and Northeastern have modelled. CAS diversity and inclusion collectives might also grow out of summer bridge programs and might lead into "living and learning communities."

➤ *About enhancing the CAS curriculum beyond the BU Hub:*

Individual departments need further assistance with identifying readings, assignments, and other specific course content that addresses issues of power, social justice, equity, multiculturalism, and diversity in a way appropriate to that department's field of study. Faculty should be encouraged to develop additional courses that actively engage issues relevant to problems of ethnic, racial, gender, sexuality, national, and class identification.

IV.4. **We recommend that Diversity Innovation grants target curriculum development.** These should encourage courses and initiatives at both the undergraduate and graduate level. In addition, faculty undertaking this work should be rewarded and departments should be evaluated, in part, on the basis of their progress in these areas.

IV.5. **We recommend that CAS expand the study of diversity beyond its current strongholds**. Departments and programs across the College should be encouraged to develop courses that include critical race studies, disability studies, LGBTQ studies, and trans studies. BU is well behind peer and peer-plus institutions in many of these areas, and this has ramifications for the kinds of hiring we do and for the climate we are building for faculty, staff, and students.

➤ *About providing further support for the success of underrepresented minority and economically disadvantaged students:*

Many students may have financial needs that are not anticipated by current aid packages, and they may be barred from important research opportunities and professional development activities for similar reasons. UROP (Undergraduate Research Opportunity Program) and other research programs on campus currently do not address the specific financial needs of economically disadvantaged students.

IV.6. **We recommend that financial assistance be available for a broader range of needs**. Not only should the Martin Luther King, Jr. and Trustees Scholars programs be expanded to include more students, but more extensive emergency aid and funding for travel should be made available. We also suggest that other expenses like books, computers, and printing costs be covered. While some resources are already available, students in need may not know to ask. Wider communication is essential.

IV.7. **We recommend that UROP and Study Abroad be adjusted so that economically disadvantaged students can participate**. Students who need to work while in school are often excluded from important opportunities, and students from disadvantaged backgrounds may need more accessible pathways to inclusion. A possible model for UROP exists in the Office of College Access and Completion's 2017 proposal for a federally funded McNair Scholars program. Barriers to participation in Study Abroad can be lowered by subsidizing application fees. Here, again, communication is essential. Underrepresented students should be recruited into these opportunities through targeted outreach via admission office data, scholarship recipient lists, and relevant undergraduate and graduate organizations and clubs.

➢ *About making connections with the diverse populations we hope to attract:*

A variety of existing CAS programming already connects students, staff, and faculty to the broader Boston community, but these initiatives need to be expanded and made more visible.

IV.8. **We recommend expanded outreach to local high schools.** This is important not only for its effects on the pipeline to college, but also for the diverse experiences it offers current students and faculty. CAS should work with College Advising Corps to recruit additional faculty to participate in this work. First generation and/or underrepresented minority faculty talking to students about their own experiences can be especially powerful, but all faculty can play a role. This is service that should be reported in Faculty Annual Reports and fully recognized in merit and promotion evaluations.

IV.9. **We recommend that existing student diversity be more visible**. This matters in public images, but also in campus recruiting. Meeting a Dean's host who represents our diversity is one step in that direction. CAS leadership should be intentional about recruiting diverse students for such roles.

V. Expanding Pipeline Programs that Invest in Underrepresented Scholars[29]

As noted in the Prologue, a comprehensive plan for addressing diversity and inclusion has to encompass a long view of the future we seek. AACU's report Committing to Equity and Inclusive Excellence predicts that by 2027, 49% of those graduating from U.S. high schools will be students of color. These students should be the beginning of any pipeline conversation. At each step from high school through college, graduate school, and postdoctoral opportunities, the College of Arts and Sciences can strengthen its efforts to enhance the diversity of the future scholars we hope will be our colleagues.

Foundational to any credible "pipeline" effort is increasing our own connections to our immediate community and enhancing our overall efforts to make a BU education accessible and affordable. The previous section has highlighted these efforts, but critical elements include programs targeted to the STEM fields, since both ethnic and gender diversity are especially lacking there. Within CAS, LERNet runs a number of summer and school-year enrichment programs encouraging local K-12 students to pursue STEM, with several focusing on girls. These programs offer models for other CAS divisions. For example, BIOBUGS is a low-cost program that invites students from local schools to BU for three-hour hands-on labs followed by a pizza lunch and career panel. The labs are hosted two to three times a year for several consecutive days and run by graduate students. Project Accelerate, a 2016-18 pilot supported by BU's Digital Education Incubator, is a free program that aims to help underserved high school students prepare for rigorous STEM majors through online and on-campus instruction in AP physics.

These outreach programs are not only critical for increasing access into BU, they also lay the foundation for longer term success and a path toward graduate school. The Office of Access and Completion's single strongest K-16 pipeline recommendation to us is that there be undergraduate research programs designed for underrepresented students. Research that begins as a gateway to college must be connected to research that becomes a gateway to graduate school.

Beyond this K-12 outreach, enhancing the quality of the pipeline that leads to a more diverse future faculty means that our own undergraduate programs need to be geared toward facilitating the advancement of underrepresented students into graduate school, our graduate programs need more diverse recruiting and support, and we need additional opportunities for early-career support for diverse faculty. Each of these steps is crucial if we are to be part of the larger solution.

To assist these efforts, we hope that CAS and the University will explore joining one or more of the national alliances that have been formed to foster diverse faculty development, such as Leadership Alliance and the National Center for Faculty Diversity and Development.

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[29] Section V was primarily drafted by Ashley Farmer, Malika Jeffries-El, and Sarah Madsen-Hardy.

What Should CAS Do?

➢ *About increasing the pipeline from undergraduate to graduate education:*

V.1. We recommend that CAS enhance access to undergraduate research opportunities for underrepresented minority students and women. As recommended above, the College should develop strategies to make the UROP program more accessible to students with limited financial means. Faculty (and the Graduate Teaching Assistants who are often most directly involved with students at an early stage) should be encouraged to make special efforts to recruit and encourage students from underrepresented groups to participate.

V.2. We recommend that CAS explore participation in established national pipeline programs. These could include the [Leadership Alliance](#)'s Summer Research Early Identification Program (SR-EIP) and First Year Research Experience Program (FYRE). More than half of Leadership Alliance alumni have pursued advanced degrees. Similarly, we can leverage BU's participation in the [GEM alliance](#) to recruit graduate students into applied science fields.

V.3. We recommend that CAS scientists be encouraged to include [REU](#) (Research Experience for Undergraduates) sites in their grants. This is an NSF program that brings groups of students into active engagement with research projects that may be based in a single discipline or academic department or may offer interdisciplinary or multi-department research opportunities with a coherent intellectual theme. By recruiting within and beyond the BU student body (from local community colleges, Puerto Rico, or HBCUs, for example), our research enterprise can support a new, more diverse generation of scholars.

V.4. We recommend that CAS over-represent the underrepresented – from student achievements to faculty honors. We should communicate clearly that the world of scholarship at BU and beyond is a diverse one.

V.5. We recommend that CAS develop programs that assist in the transition between college and graduate school. Promising undergraduates often need additional preparation to compete successfully in the graduate admissions process. Existing programs, such as NIH's [Bridge to the Doctorate](#) program, are both a resource and a model.

➢ *About supporting graduate school success:*

V.6. We recommend that the Graduate School establish more effective recruitment. As noted above, this should include direct recruiting on the campuses of HBCUs and other minority-serving institutions. It should also include fostering ongoing relationships between BU faculty and faculty who are well positioned to send promising scholars our way.

V.7. We recommend that CAS and the Graduate School plan for the distinctive challenges of minority students. Underrepresented groups face different pressures and challenges in graduate school and early career experience. One reflection on experience in science is here. The Graduate School, working with the Associate Dean for Diversity and Inclusion, should develop strategies aimed at maximizing success.

V.8. We recommend that CAS consider establishing a pre-doctoral Visiting Faculty fellowship. The Five College Fellowships, for example, provided a year-long residency for minority students completing dissertations. This would enrich our own graduate programs and establish early connections with promising minority scholars.

➤ *About supporting early career success:*

V.9. We recommend creating our own pipeline by developing an in-house postdoctoral/ visiting professor program within CAS. We suggest that CAS begin modestly, funding 4 positions to begin no later than Fall 2019. Departmental proposals for these positions should focus on specific areas in which they are likely to want to hire in the near term, with robust plans for mentoring and support. This can be a mutually beneficial relationship in that it allows both candidates and departments a trial period in order to assess fit, as well as providing a platform from which these early-career scholars may be well prepared to enter the larger academic job market. Among the most successful of such programs is the Carolina Postdoctoral Program for Faculty Diversity. This is a highly competitive program that allows departments to select 2-year postdoctoral fellows from the applicant pool based on current or anticipated hiring needs. The program selects 10 fellows across all departments each year. If the candidate is selected, they work in the department for 2 years before interviewing for a permanent placement. Should both the candidate and the department want to continue, the provost offers "walk-down" funds to help fund the candidate's first few years on the tenure track. This has been proven to increase the diversity of the faculty evenly across the disciplines for over 30 years. The program also hosts an annual conference where current and past fellows can connect and provide mentorship.

V.10. We recommend that CAS researchers actively pursue diversity-focused post-doctoral funding. The NSF "Broadening Participation" program, and similar outreach programs from other funders, are promising existing avenues. Coordination among these efforts through the University's Office of Research can provide models for diversity-oriented programs and increase the impact of awards.

A Final Word

Becoming a more diverse and inclusive community is critical to the intellectual and teaching mission of the College of Arts and Sciences, and it is a obligation that grows from our history and our current desire to pursue social justice. We cannot single-handedly change the larger structures of inequality within which we work, but there are many things we can do to make a difference. This Report has attempted to provide actionable recommendations that will assist in progress toward those goals.

As we stated at the beginning, we believe that becoming a more diverse and inclusive College will require:

- Commitment and systematic effort that takes root in every part of the College.
- Resources and administrative support from the College and University.
- Concerted efforts to reach beyond our immediate needs to address the absence of diversity in the academic pipelines we depend on.
- An ongoing balance between the broad range of diversities we seek and targeted efforts to address the particular legacies of racial disparity.

And it will require long-term attention. The changes we have recommended will not happen quickly, and their effects may not be fully felt for many years. The ideas in this document will change and grow as we move forward. Still, it is time to begin a new era of commitment to this task.