



Tufts
UNIVERSITY

Leadership Profile

Chief Diversity Officer

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Prepared by

Oliver B. Tomlin, III

Khalilah Lawson

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This Leadership Profile is intended to provide information about Tufts University and the position of Chief Diversity Officer. It is designed to assist qualified individuals in assessing their interest.

Opportunity and Summary of Position

Opportunity

Tufts University seeks a creative, strategic and results-oriented leader to assume the recently vacated position of Chief Diversity Officer (CDO). The ideal candidate for this position will have a broad vision for the role of diversity in achieving institutional excellence as well as a strong track record in managing change and building and supporting initiatives that promote diversity, equity, access and inclusion. With the strong support of the University's senior leadership, the CDO will serve as a catalyst to leverage best practices and resources across Tufts' campuses, schools and colleges to promote a culture of inclusion at the University.

The CDO will preferably possess an advanced degree (ideally, an earned doctorate or equivalent terminal degree); a track record of, and a deep commitment to, developing effective diversity and inclusion initiatives for students, faculty, and staff; excellent interpersonal and communications skills and abilities to inspire and influence others. The successful candidate will need to demonstrate cultural awareness and agility, exercise emotional intelligence, build trust and credibility, and the ability to collaborate with a wide variety of stakeholders.

Reporting Relationships

The CDO reports to the Provost and Senior Vice President (Provost) with a dotted reporting line to the Executive Vice President. Additionally, the CDO advises and works closely with the President on a number of campus initiatives focused on diversity and inclusion including the campus-wide Diversity and Inclusion Leadership Council.

Opportunities and Expectations for Leadership

Challenges and Opportunities

While Tufts has made progress in many areas, the work of the Diversity and Inclusion Leadership Council (DILC) has shown that there is more work to be done to create the kind of inclusive community to which the University aspires. In partnership with the DILC and a broader set of stakeholders, the CDO will have the opportunity to bring innovative thought to address a number of key areas:

- The CDO will be an important catalyst for the work of diversity but must also operate in an environment of shared responsibility for the way in which results are achieved. It will be important for the success of the CDO to reinforce a sense of engagement, shared accountability, and ownership for these issues across the institution.
- Campus climate (on Tufts' multiple campuses) continues to need constant and distributed attention so that the responsibility to achieve noticeable change is not placed only on those who are most affected.

- The CDO will be responsible for monitoring the campus diversity dashboard (<https://www.tufts.edu/strategic-themes/diversity-and-inclusion>), measuring the impact of initiatives quantitatively and qualitatively, and benchmarking the university's progress against other institutions. An important priority is the ability to use data to understand climate and to make interventions throughout the institution.
- Diversity of race and gender is more evident among the faculty and staff of some schools and administrative divisions than in others, and support is needed to ensure that deans, chairs, faculty search committees, and Human Resources can produce diverse candidate pools and support new faculty and staff once they arrive.
- While the CDO needs to provide leadership and be accessible and available to meet the varying needs of the four campuses and undergraduate and graduate students, faculty (junior and senior), and administrative staff, care will need to be taken that the position does not become overwhelmed by day-to-day issues.

Specific Responsibilities

- Provides vision, leadership, management, and strategic planning for diversity and inclusion initiatives across the University's four campuses. Aligns objectives and strategic plans with the mission of the University and organizational goals. Ensures that initiatives enhance the University's reputation as an employer of choice.
- Ensures that diversity and inclusion initiatives based on the recommendations of the DILC and school strategic plans are prioritized and operationalized. Drives the development of new capabilities, methods of service delivery, and programs and activities that anticipate and meet University needs. Informs these activities through a combination of input received from a variety of University resources and from industry best practices. Keeps abreast of best practices and current trends in diversity and inclusion and brings that knowledge to inform program and policy development work.
- Manages the work of the DILC, as well as the Diversity and Inclusion Working Group, which includes representation from each school and division.
- Manages defined central programmatic initiatives.
- Develops diversity-related programs, education plans, and communications by leading these efforts directly as well as by engaging with individuals around the university and obtaining outside expertise.
- Ensures ongoing attention to client satisfaction at all levels, benchmarking and best practices with respect to diversity and inclusion. Periodically assesses, both qualitatively and quantitatively, productivity and success of programs, policies, and services. Prepares periodic and special reports for presentation to senior leadership and the Board of Trustees.

- Serves as a member of the Provost's senior leadership group; chairs the Diversity and Inclusion Working Group; serves *ex officio* on the Diversity and Inclusion Leadership Council; serves on the Academic Council; and collaborates with University and Schools' senior leadership, including the Provost, deans and executive associate deans of the eight schools, and vice presidents (see Appendix B for details).
- Serves as an articulate and results-oriented catalyst for change throughout the University and its respective schools. Inspires colleagues to achieve new levels of expertise, confidence, and productivity. Keeps abreast of the University's climate by regularly talking with faculty, students, and staff.
- Represents the University at various community, civic, and professional meetings and conferences as requested.
- Partners with the President, Provost and other senior leaders on fundraising and advancement activities. Manages a discretionary budget.
- Other special projects to be determined in consultation with the Provost.

Personal Qualifications and Personal Qualities

Tufts University seeks an innovative and strategic thinker with a broad vision for the role of diversity in achieving institutional excellence. The CDO will preferably possess an advanced degree (ideally, an earned doctorate or equivalent terminal degree) and a strong academic sensibility; it would be desirable to have an accomplished record of teaching and scholarship that might warrant an academic appointment. The successful candidate will have an in-depth knowledge of theory and practice with regard to organizational diversity and inclusion, human development, training and change management; knowledge of the academy; an excellent track record in managing change, and proven experience as an organizational leader and program builder, particularly around initiatives that promote diversity, equity, access, inclusion, and dialogue around social justice. The successful candidate will demonstrate cultural flexibility, be comfortable building relationships of trust with the various communities and constituencies that comprise the University, and be astute at navigating a complex landscape.

The CDO will be dedicated to the mission of a research university with a strong commitment to teaching and professional programs, and will be excited about Tufts' commitment to high quality scholarship, outstanding teaching, and distinctive undergraduate and graduate programs.

Among other specific characteristics, the CDO will:

- Have technical mastery of diversity issues in a complex organizational setting, (*e.g.*, education, healthcare, public sector, or corporate) including experience with senior-level recruitment and retention, identity development, access and equity, curriculum diversification, training, ability to assess the educational impact of diversity, assessing campus climate issues, policy and legal dynamics of affirmative action, and

HR/employment strategies designed to foster workplace and workforce diversity. Some experience within a higher educational setting would be desirable.

- Have the ability to build strong formal and informal networks to exchange ideas and resources to accomplish goals. Has the ability to work through formal and informal channels to build broad-based relationships and resource support.
- Be politically savvy, astute at navigating the institution's political landscape, and able to respond to politically charged or sensitive situations. The CDO must have finely developed problem and conflict resolution skills and be adept at finding win-win solutions to difficult problems, building consensus and support, and reconciling competing interests.
- Have a track record of engaging with a diverse set of stakeholders, and be committed to working collaboratively with students, colleagues, and leaders to craft a common vision and direction. Must be able to coach, mentor, and inspire colleagues.
- Have an in-depth perspective on organizational change with experience leading large-scale change projects in a multiple-stakeholder environment. Ability to identify and organize resources (people, funding, material, and support) to get things done. Have the ability to orchestrate multiple activities to accomplish a goal. Can use resources effectively and efficiently.
- Have sophisticated relational abilities and influencing skills, strong emotional intelligence, and superior communication skills, both verbal and written. The CDO will have the ability to quickly find common ground and solve problems for the good of all. Has the ability to represent his/her own interests yet be fair to other groups. Has the ability to solve problems with minimum noise. Is seen as a team player who easily gains the trust and support of others.
- Understand the culture of higher education, including shared governance, tenure and promotion, multiple and competing goals, the nature of campus politics, and the unique needs of different constituencies.
- Have a results-orientation that can focus on ensuring that the shared agenda of diversity fulfills the University's mission and achieves academic excellence. Appreciate the need for process and collaboration. Have a proven track record of collecting and using data to assess the effectiveness of initiatives and achieve measurable results.
- Be an open-minded, strategic, and creative thinker and an active listener, able to offer alternatives and consider diverse opinions.
- Be passionate about creating a diverse and inclusive university and willing to challenge and engage with all constituencies in weaving a web of support for all constituents.
- Possess creativity, resourcefulness, resiliency, trustworthiness, and a sense of humor.

Tufts University is an AA/EO employer and actively seeks candidates from diverse backgrounds.

Tufts University: An Overview

Tufts University was founded as Tufts College in 1852 by Universalists who, inspired by a movement that was tolerant and inclusive, envisioned a non-sectarian institution of higher education. The new college occupied approximately 100 acres of land provided by businessman and philanthropist Charles Tufts. Perched on a hillside with an expansive view of Boston, Tufts—with a civically minded, activist tradition at its core—differed almost immediately from the array of small colleges that emerged in nineteenth-century New England. Tufts’ students gained an education grounded in the liberal arts, informed by Universalist notions of social justice, with a useful practicality not often found in a classic liberal arts college.

Today, Tufts University is a nationally recognized, private university committed to its mission as “a student-centered research university dedicated to the creation and application of knowledge.” Tufts fulfills this mission by “providing transformational experiences for students and faculty in an inclusive and collaborative environment where creative scholars generate bold ideas, innovate in the face of complex challenges and distinguish themselves as active citizens of the world.” Characterized by a high level of student engagement, the University strives to make the Tufts experience accessible to a diverse student body and to enhance the sense of connection among its community members.

The University is ranked 27th among *U.S. News and World Report’s* top 50 National Universities and 12th among top Research Universities by *Forbes*. The University is committed to making an impact on society as well as individuals, and is ranked as one of the top producers for its size of Peace Corps and Teach for America participants as well as Fulbright grant recipients. Tufts’ global perspective reflects a long history of international engagement and the presence of the oldest graduate-only school for international relations in the United States. A distinguished array of programs in the life and health sciences includes the nation’s only graduate school of nutrition and the only veterinary school in New England.

Tufts’ unique constellation of schools is located on four Massachusetts campuses: a residential campus in Medford/Somerville; a health sciences campus in downtown Boston; a school of fine arts near Fenway Park; and a veterinary campus in Grafton, to the west of Boston. It also operates the Tufts European Center in Talloires, France. Tufts’ degree-granting schools include the School of Arts and Sciences and its Graduate School of Arts and Sciences, the School of Engineering, and The Fletcher School of Law and Diplomacy, all on the Medford/Somerville campus; the School of Dental Medicine, the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy, the School of Medicine, and the Sackler School of Graduate Biomedical Sciences on the Boston campus; and the Cummings School of Veterinary Medicine on the Grafton campus. The Jonathan M. Tisch College of Citizenship and Public Service, which is based on the Medford/Somerville campus but has a Tufts-wide mission, works to infuse the values and practices of active citizenship across all the degree-granting schools of the University. The Boston campus is also home to the Jean Mayer USDA Human Nutrition Research Center on Aging, which is closely associated with the Friedman School.

Tufts University has been accredited without interruption by the New England Association of Schools and Colleges (NEASC) since 1929 and its accreditation by NEASC encompasses the entire institution. Tufts enrolls about 5,400 undergraduate students in the Schools of Arts and Sciences and Engineering, and 5,700 graduate or professional students, about evenly divided

between women and men. Tufts awards Bachelor of Arts and Bachelor of Science degrees for more than 30 academic departments and programs that encompass nearly 100 majors and minors, including 30 interdisciplinary programs. The graduate and professional schools offer degrees including Master of Arts and Master of Arts in Law and Diplomacy, Master of Science, Master of Fine Arts, Master of International Business, Doctor of Dental Medicine, Doctor of Medicine, Doctor of Veterinary Medicine, Doctor of Occupational Therapy, Master of Public Health, and Doctor of Philosophy. The University also offers a number of combined graduate and professional degree programs, both across Tufts' own schools and with other institutions.

The University has more than 900 full-time faculty members of whom approximately 45 percent are tenured. As a student-centered research university, Tufts prides itself on its high standards for teaching effectiveness and service as well as faculty research and scholarship. Faculty development programs offered by the Center for the Enhancement of Learning and Teaching (CELT) strive to promote teaching innovation and support teaching-related initiatives, while helping to coordinate faculty development initiatives across disciplines and between campuses. Tufts faculty value their autonomy in their approach to teaching and scholarship and embrace a shared governance approach. At Tufts University, change comes through the active involvement of faculty, staff, and students in committees and task forces that focus on specific issues. The University employs approximately 3,330 FTE non-faculty staff.

About 27 percent of the undergraduate student body is composed of domestic students of color; a further 10 percent of undergraduates are international students. Domestic students are drawn from all 50 states and the District of Columbia. Additionally, international students include representation from over 100 countries. Undergraduate admissions are highly selective, with an acceptance rate of 14 percent for the more than 20,200 applications received for admission to the Class of 2020.

An undergraduate student-faculty ratio of 8:1 allows students to work closely with their professors, and more than two-thirds of undergraduate courses have fewer than 20 students enrolled. Students are encouraged to advance their intellectual development through undergraduate research with faculty members and through a wide variety of service learning and community engagement projects, many offered through Tisch College of Citizenship and Public Service. Undergraduate research has been supported by the Tufts Undergraduate Research Fund, a University-wide program in every school, department, and research center, as well as by grants from the Howard Hughes Medical Institute for students in STEM (Science, Technology, Engineering and Mathematics) disciplines and the Andrew W. Mellon Foundation for students in the arts, humanities, and humanistic social sciences.

Nearly half of Tufts undergraduate students study abroad for at least one full semester. Approximately 30 percent of those undergraduates who study abroad do so at one of Tufts' ten highly regarded study-abroad programs.

Sixty-two percent of the undergraduate student body lives on campus in 37 residence halls, including special-interest houses, apartment complexes, and fraternities. Sixteen designated housing units offers undergraduates a chance to live with peers who share social, cultural or academic interests; including an array of culture- and language-based options, they each offer an assortment of activities for residents. Tufts hosts chapters of nine men's fraternities, four women's sororities, and one local co-ed fraternity, as well as chapters of a number of citywide

culturally based fraternities and sororities. Approximately 16 percent of the undergraduate student population is affiliated.

The Medford/Somerville campus is home to more than 300 active student-run clubs and organizations. The Office of Intercultural and Social Identities Programs (ISIP) and the “Group of Six”— the Africana Center, Asian American Center, International Center, Latino Center, LGBT Center, and Women’s Center—support students and serve as resources on campus for all students interested in thinking about social identities. Tufts participates in NCAA Division III sports and is a member of the New England Small College Athletics Conference, fielding 19 teams for men and women. Tufts differs from other Division III schools in that it does not offer athletic scholarships and will compete against some Division I teams. In addition, there is an extensive array of club, intramural, and recreational programs.

The University is governed by a 39-member Board of Trustees, composed of leaders from a range of professions and walks of life. Almost all of Tufts’ trustees are graduates of the University, and the Board has a distinguished history of generous philanthropy. The Tufts University Alumni Association was established in 1860 and now includes more than 100,000 living alumni.

Undergraduate tuition and fees for the 2016-17 academic year were \$ 52,540, with room and board fees totaling \$13,566. Keeping tuition increases in check has been an important University priority. Financial aid to undergraduates is awarded on the basis of financial need. In the most recent fiscal year, approximately 50 percent of undergraduates received a total of \$90.5 million in financial aid.

Tufts has been led since August 2011 by Dr. Anthony P. Monaco, the University’s thirteenth president. An internationally renowned geneticist, he holds faculty appointments as a Professor of Biology in the School of Arts and Sciences and as a Professor of Neuroscience at Tufts University School of Medicine. An accomplished leader, scientist, and teacher, Dr. Monaco brings to the Tufts presidency deep-rooted commitments to academic excellence, diversity and inclusion, a global perspective, and a keen awareness of the power of higher education to advance individuals and society. The President established and continues to chair University-wide Councils dedicated to diversity (see below) and sustainability, both of which produced substantial recommendations for University action that are now being implemented. He is also now chairing a University-wide task force focused on preventing sexual misconduct on campus.

Under President Monaco’s leadership, the University began a comprehensive strategic planning effort, led by Provost and Senior Vice President David Harris, in the fall of 2012. The result of a collaborative planning process, the *T10 Strategic Plan* approved by the Board of Trustees in November 2013 sets a framework for Tufts’ development over the next ten years, defining both an aspirational future for the University and the resources required to get there. Implementation is already underway for several initiatives outlined in the strategic plan, including the Tufts 1+4 program, a novel bridge year program that offers incoming students of all economic backgrounds the opportunity to engage in a year of full-time domestic or international service before beginning the traditional college experience. As noted below, the current search for a Chief Diversity Officer is also a strategic initiative identified in the *T10* plan.

Prior to becoming Provost, Dr. Harris served as Senior Associate Dean of the College of Arts and Sciences, Deputy Provost, Vice Provost for Social Sciences, and Professor of Sociology at Cornell University. As Deputy Provost at Cornell he focused on a number of priorities, including academic planning, admissions and financial aid, and diversity. Dr. Harris has broad research interests in social stratification, race and ethnicity, social identity, and other areas of public policy. His work has applied theories from sociology, economics, and psychology to empirical studies of racial and ethnic disparities in socioeconomic status, the fluidity of race, and racial and nonracial determinants of residential mobility.

Diversity, Equity and Inclusion at Tufts University

In March 2012, President Monaco launched a University-wide Council on Campus Diversity (“the Council”), which he chaired. The President observed that “while we can be proud of significant accomplishment in meeting our commitment to diversity and inclusion, we also know that there is more to be done.” He noted that the work of the Council would complement significant activity underway in the Schools and among the faculty to advance teaching and research on issues related to diversity, including important new curricular opportunities for undergraduates to engage in critical studies of disparities and diasporas in a global context.

The President charged the Council with assessing the diversity and inclusion environment at Tufts, identifying diversity and inclusion goals, and offering recommendations for meeting those goals. The Council took a broad view of the possible dimensions of diversity for consideration. Depending on the specific topics at issue, the dimensions for consideration included but were not limited to race and ethnicity, gender, age, sexual orientation and gender identity or expression, physical ability, religion, geographic origin and language background, and socioeconomic status.

The Council issued its [final report](#) in December 2013 following 18 months of study and deliberation informed by extensive conversations and input from across Tufts’ three campuses. While underway, this unprecedented effort had an important impact on the *T10 Strategic Plan* in process at the same time.

The Council recognized that efforts to advance diversity and inclusion at Tufts could build on important strengths that go back to the values espoused by the University’s Universalist founders, who envisioned an institution that would embrace those at the margins of society, and offer admission to students from all cultures, religions, ethnicities, and socioeconomic backgrounds. The Council found that today, Tufts benefits from a wide array of programs and initiatives across the University that aim to advance diversity and inclusion. Appendix A outlines selected relevant university initiatives and resources.

At the same time, the Council determined that Tufts faces many of the challenges common to other institutions of higher education. The composition of students, faculty, and staff across all schools and administrative divisions does not always reflect the pool of exceptional individuals who would thrive here; the quality of the student experience is sometimes correlated with demographic characteristics; and achievement for some groups falls short of what one would expect based on their pre-Tufts accomplishments.

The Council's report presented specific, actionable recommendations to achieve greater diversity among the student body, faculty, and staff and to make Tufts University more inclusive and welcoming to all. The report's recommendations included hiring a chief diversity officer in 2015; increasing financial aid to attract and retain talented students who traditionally have not always considered Tufts; examining curricula and other programs to ensure they support diversity and inclusion; and articulating more clearly how central these values are to Tufts' mission and vision. The Council's recommendations are now being implemented in a collaborative process engaging the schools, central operating divisions, and senior administration.

The Council's deliberations helped shape a major piece of the University's [*T10 Strategic Plan*](#), which the Board of Trustees approved in November 2013. One of the plan's central strategic initiatives is the implementation of the key recommendations of the Diversity and Inclusion Leadership Council, beginning with the appointment of the Chief Diversity Officer. One of the other major initiatives associated with this theme—enhancing graduate and undergraduate financial aid—is itself aligned with the Council's recommendations.

While Tufts is similar to other institutions of higher education in its range of challenges, the University differs from many in its commitment to making positive change, and in using evidence and data to do so. The University's senior leaders, in the Schools as well as the central Administration, recognize that achieving Tufts' diversity and inclusion goals will require significant effort, deep partnerships, and resiliency. Tufts is also committed to sharing data relevant to its diversity and inclusion goals, regularly updating the University community on initiatives, and continuing to work with the community to identify keys to success. The Chief Diversity Officer will play a central role in these efforts.

Appendix A: Selected Initiatives and Resources Supporting Diversity, Equity, and Inclusion at Tufts

In addition to the resources and initiatives listed here, the University is home to a wide range of academic and research programs that pay sustained attention to issues relevant to diversity, equity, and inclusion. These range from the Center for the Study of Race and Democracy and interdisciplinary major programs such as Africana Studies and Women's, Gender, and Sexuality Studies in the School of Arts and Sciences, to an array of programs including the University's health-sciences schools' focus on global health and health disparities.

Additionally, the University's robust tradition of civic participation means that Tufts students, faculty, and staff are active in myriad ways in local, national, and global communities. Engagement with diverse populations outside the University deepens the cultural and social experience and understanding of the entire Tufts community.

University-Wide Resources

- The Office of Equal Opportunity (OEO) ensures that the University's commitment and goals toward equal opportunity are integral components of Tufts' policies. OEO furthers this mission by ensuring that the University maintains compliance with all federal, state, and local laws pertaining to anti-discrimination, the Americans with Disabilities Act, and Title IX,

through complaint resolution, programming and outreach. OEO also ensures that the University maintains compliance with all federal, state, and local laws pertaining to affirmative action.

- The Jonathan M. Tisch College of Citizenship and Public Service is a national leader in civic education, whose model and research are setting the standard for higher education's role in civic engagement. Serving every student at Tufts University, Tisch College prepares young people to be lifelong active citizens and creates an enduring culture of active citizenship. Tisch College programs incorporate diversity as a core value.
- One of the foundational initiatives in the *T10 Strategic Plan* is to recognize the University's valued staff and to institutionally support diversity and inclusion among all faculty and staff. The Human Resources Division has a longstanding commitment to diversity and inclusion. Tufts is a founding co-signer of the Commonwealth Compact, whose goal is to make Massachusetts a more diverse and welcoming place to live and work.
- The University Chaplaincy works cooperatively with Tufts' Jewish, Catholic, Protestant, and Muslim Chaplains and administers Goddard Chapel as a University facility. The University Chaplain provides special support for traditions not represented by Associate Chaplains, including Eastern Orthodox Christianity, Hinduism, and Buddhism.

Undergraduate Education and Student Life

- The Office of Intercultural & Social Identities Programs and the Group of Six [Africana Center, Asian American Center, International Center, Latino Center, Lesbian Gay Bisexual Transgender (LGBT) Center, and Women's Center], within the School of Arts and Sciences and of Engineering, have a central mission to establish a positive and supportive campus environment for students from diverse backgrounds or anyone who at times may feel marginalized.
- The BEST and BLAST programs—Bridge to Engineering Success at Tufts and Bridge to Liberal Arts Success at Tufts, respectively—seek to develop a strong cohort of scholars who may be the first in their family to attend a four-year college, have attended under-resourced high schools, have been affiliated with a college access agency, or a combination of these factors.
- The Center for STEM Diversity helps coordinate diversity efforts in the sciences and engineering, and serves as an umbrella organization for a variety of diversity programs and clubs on campus.
- The Medford/Somerville campus is home to an exceptionally broad array of student clubs and organizations. With over 300 organizations to choose from, students are able to come together on political and cultural issues, as well as individual interests. The Office for Campus Life provides student organizations with the resources to grow and develop.
- Although there is wide array of activity on the Medford/Somerville campus, it is the hope that the CDO can also work with students, faculty, and staff on the other campuses to

ensure that all campuses and constituencies feel touched by diversity and inclusion initiatives.

Graduate and Professional Student Experience

- The Graduate and Professional Student Admissions Recruitment Committee (GAPSARC), based in the Office of the Provost, promotes graduate diversity initiatives university- wide. GAPSARC is a university-wide committee of administrators and faculty members actively involved in the recruitment of graduate and professional students from under- represented groups. Programs include biennial Prospective Graduate Student Days.
- Specifically for graduate students, the Multi-Ethnic Graduate Alliance (MEGA) is a social and educational organization serving all Tufts graduate and professional students. The organization brings together students from all backgrounds and life experiences for social and educational events often planned by the students themselves.
- The Office of Multicultural Affairs at the School of Medicine and Sackler School of Graduate Biomedical Sciences promotes equality and provides skills necessary for all our future physicians to succeed and prosper. Including pipeline programs, this office has a strong history of recruiting and retaining graduate students from traditionally underrepresented groups.
- The medical school and dental school provide mandatory online training programs for students to complete prior to undertaking work in our host communities. This training includes a heavy emphasis on personal social identity and sensitivity while working in diverse communities. This program is currently being adapted for the veterinary and nutrition schools.
- Tufts University is a member of the National GEM Consortium for Graduate Degrees for Minorities in Engineering and Science. The University is also a consortium member of The Leadership Alliance; within the consortium, Tufts has the unique distinction of having two separate Summer Research Early Identification Programs.
- The Sackler School sponsors a number of pipeline development programs including Building Diversity in Biomedical Sciences, which provides summer research opportunities for college students. Students are paired with faculty mentors on the Boston campus, where they spend the summer engaged in research, as well as workshops aimed at increasing the students' skills for applying to graduate school.

Appendix B: Selected Committee Memberships of the Chief Diversity Officer

The Chief Diversity Officer (CDO) will lead or assume membership on a number of university-wide committees that pay sustained attention to issues relevant to diversity, equity, and inclusion:

- The CDO chairs the university-wide Diversity and Inclusion Working Group. This group is responsible for cultivating organizational effectiveness with respect to diversity and

inclusion, in line with the recommendations of the President's Council on Diversity. Designated D&I point persons from each school and division of the University convene for the purposes of sharing promising practices, materials/tools, and training resources, and to problem solve as issues and challenges arise. The Working Group partners with the CDO to regularly populate and analyze the results of a diversity dashboard in order to identify areas for improvements or changes in approach. The Working Group includes representatives from each of the Schools as well as students nominated by the relevant student councils, and convenes 5-6 times per year.

- The CDO serves as an ex-officio member of the Diversity and Inclusion Leadership Council. Chaired by the president, the Council is responsible for guiding the University's strategy and policies with regard to diversity and inclusion. Membership includes a group of 16 people comprising the president, provost, executive vice president and chief diversity officer, as permanent members, and rotating members including faculty representation from two academic units and the senior leader from two academic units, two central divisions, two other major units, and four students. The Council convenes 2-4 times per year.
- The CDO will be a member of the Academic Council, which brings together the University's senior leadership under the chairmanship of the president and also includes the provost, the executive vice president, the vice provost for research and associate provosts, the deans of the Schools and Tisch College, the director of the HNRCA, the vice presidents, and the chief of staff in the President's Office. The Academic Council meets monthly during the academic year.
- The CDO will also join the Provost's Cabinet, which meets weekly and includes the provost's direct reports including the vice provost for research, associate provosts, assistant provosts, and the director of the Boards of Advisors Program.
- The CDO will also serve as an ex-officio member of the Friedman School of Nutrition and Science Policy Committee on Social Justice, Inclusion, and Diversity. The Committee's charge is to identify areas within the Friedman School spheres of activity (education, research, service and public impact) and its partnerships where social justice, inclusion, diversity and equity should be promoted; Propose to Friedman School leadership short-term (i.e. 1 year) and long-term (i.e. 5-10 years) goals and suggest methods to achieve these goals; and, Propose metrics to assess, and when appropriate, contribute to assessment of, the status of social justice, inclusion, diversity, and equity within the Friedman School.

Tufts at A Glance

General information about Tufts may be found at: <https://www.tufts.edu/about/tufts-at-a-glance> and <http://provost.tufts.edu/institutionalresearch/fact-book/>

Procedure for Candidacy

Inquiries, nominations and applications are invited. Review of applications will begin immediately and will continue until the position is filled. For fullest consideration, applicant materials should be received by April 21, 2017. Candidates should provide a curriculum vitae, a letter of application that addresses the responsibilities and requirements described in the Leadership Profile, and the names and contact information of five references. References will not be contacted without prior knowledge and approval from candidates. These materials should be sent electronically via Interfolio at <https://apply.interfolio.com/41440>. Please direct any questions to Tufts University's consultants Oliver B. Tomlin, III and Khalilah J. Lawson through the office of Angela Bettis at 301-654-5070 or via email at abettis@wittkieffer.com.

The Tufts University values diversity and is committed to equal opportunity for all persons regardless of age, color, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, veteran status or any other status protected by law.

The material presented in this leadership profile should be relied on for informational purposes only. This material has been copied, compiled, or quoted in part from Tufts University documents and personal interviews and is believed to be reliable. While every effort has been made to ensure the accuracy of this information, the original source documents and factual situations govern.

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