



# Embracing Differences Enlightening Minds





Diversity is the lifeblood of our global community — the community that the students of today will grow to lead. At Tufts University, we recognize the inherent educational value of a diverse campus community, a place where students learn from their differences and broaden their perspectives on the world.



**We help students understand the unique historical context of race relations in our country and make sense of the multicultural, multiethnic, and multiracial forces at work globally; we also strive to educate students of promise regardless of their need or background.**

Our goal is to foster a community at Tufts that embraces and celebrates difference in order to better prepare our graduates for leadership in an increasingly diverse world.

Provost Jamshed Bharucha



Diversity means different things to different people. At Tufts, institutional diversity refers to the university's efforts to infuse our campus community with an understanding of the centrality, importance, and complexity of diversity within all aspects of university life.



Our approach is proactive, regularly infusing our campuses with an understanding and acceptance of the multifaceted expressions of diversity.

**The goal of Tufts' Office of Institutional Diversity is to create a concerted and sustained institutional focus on advancing and developing diversity throughout Tufts.**

Our approach is proactive, regularly infusing our campuses with an understanding and acceptance of the multifaceted expressions of diversity. Every day, we work to strengthen our systems so that when challenges arise — and they do — we have a solid foundation in place from which to mediate these issues and advance the work of diversity.

This forward-thinking approach manifests itself in many ways. As a community we work on diversity issues, including attention to university climate as well as faculty, staff, and student recruitment and retention.

Through our Office of Equal Opportunity, we work on equity issues across the university, ensuring access to the many resources available at Tufts.

We attempt to work together so that everyone — from senior leadership to faculty, staff, and students — has an eye on diversity in its many manifestations. Our diversity officers collaborate to bring together best practices across all our departments and schools. Whether through outreach to students or numerous programmatic initiatives, we work to provide an environment where everyone is valued. At all levels, we conduct research and explore issues that will help us actively engage in the process of learning about and working in diverse communities.

These efforts underscore the importance and relevance of diversity at Tufts and in the world.

Academic excellence and a commitment to diversity go hand in hand. Tufts is dedicated to expanding its global orientation through a proactive, transparent, and well-communicated vision of what it means to be a diverse university. We invite you to explore the many resources and initiatives highlighted here and to learn more about how Tufts is embracing differences and enlightening minds.







# Embracing Differences

At Tufts University, our ever-evolving student body is much more diverse — in culture, ethnicity, religion, race, gender, sexual identity, ability, and socioeconomic class — than it has ever been before. Across our three campuses and eight schools, we are seeing significant shifts in the makeup of our students and faculty. Nearly a quarter of our undergraduates are non-international students of color. Our numbers of Muslim and Jewish students have risen, as has our percentage of students with disabilities, those from low-income backgrounds, and those in the LGBT (lesbian, gay, bisexual, transgender) community. The number of women in our medical and veterinary programs has skyrocketed; more than 80 percent of students at the Cummings School of Veterinary Medicine are women.

Tufts' campuses represent a microcosm of a multicultural and interconnected world. We are continually expanding our efforts to create a community that reflects global diversity. The Office of Institutional Diversity works with offices across the campuses to support all students, faculty, and staff. Through a variety of outreach programs, Tufts actively recruits individuals from a multitude of backgrounds. We also work throughout the university to address issues of equity and discrimination.

As engaged, active global citizens, members of the Tufts community embrace diversity in its many manifestations — culturally, ethnically, religiously, economically, and more. In embracing difference, we imbue the Tufts community with equality, vitality, and strength.



❖ **A great university must embrace diversity in every possible dimension.**

President Lawrence S. Bacov

### Minority Association of Pre-Med Students (MAPS)

The undergraduate organization of the Student National Medical Association (SNMA), MAPS represents the interests of medical school students and helps meet the needs of underserved medical school populations. Designed for minority undergraduates interested in careers in medicine, MAPS helps recruit these students to medical school and supports them through their undergraduate studies. The goal is to generate a pipeline of underrepresented minority students to Tufts' School of Medicine and to other health professions.

According to Minority Affairs Director Colleen Romain, MAPS brings students from the Medford campus to Tufts' School of Medicine for activities that include attending classes, meeting with the dean of admissions, learning about financial aid, forming mentor relationships with medical school students, and participating in mock interviews. The organization also invites students to SNMA meetings and keeps them informed of medical school events and application deadlines.

MAPS also reaches out to students as they pursue their pre-med courses at Tufts. "Once we have identified students interested in health-care careers, we help them through the maze of sciences. Many students of color will drop out of pursuing medical school if the supports aren't there for them. Our goal is to keep them on the path toward medicine, research, and other health-related fields," Romain says.

**"Many students of color will drop out of pursuing medical school if the supports aren't there for them."**

Colleen Romain  
Minority Affairs Director, School of Medicine

» Tufts Career Services offers career-related information of special interest to women, students of color, and those in the LGBT population.

» Voices of Tufts offers prospective students of color, first-generation students, LGBT students, and those in low-income or rural areas opportunities to learn about diversity at Tufts. Sponsored by the Office of Undergraduate Admissions, Voices invites high school seniors to campus to explore, attend classes, meet professors, and spend a night with current students.

» Tufts has a director of diversity recruitment who reaches out to students from underrepresented groups in order to build the diversity of the applicant pool.







James Glaser  
Dean of Undergraduate Education

A diverse campus can make for clashes of beliefs and values. But it's critical to undergraduate education, as students learn so much from each other.

#### Retention Task Force

Many students at Tufts are the first in their families to attend college; many come from households in which parents must make a tremendous financial sacrifice in order to provide an education for their families. Keeping these students enrolled and supporting them through graduation is the mission of the Retention Task Force.

Convened in 2007 by Dean of Undergraduate Education James Glaser, the task force develops undergraduate resources and programs that support low-income, first-generation, and minority students. Its goals include supporting financially needy students throughout their entire Tufts careers, retaining students pursuing science and engineering, and helping students who are close to graduation “cross the finish line.”

As a result of the task force's recommendations, Tufts now:

- » provides financial assistance for summer session courses and pre-orientation programs
- » offers a “College 101” course on academic skill-building and time management

Yvette Dalton-McCoy  
Associate Director of Graduate Diversity Programs

**Diversity is not just about race or ethnicity. It also embraces socioeconomic backgrounds, gender, people with disabilities, and other factors we often don't automatically think about.**



### Center for STEM Diversity

African-Americans, Latinos/Chicanos, and first-generation and low-income college students, as well as women, have traditionally been underrepresented in science, technology, engineering, and math (STEM) careers. To address this pressing issue, Tufts established the Center for STEM Diversity in 2008. The center is designed to build a diverse, inclusive STEM program at Tufts and to recruit and retain these students in STEM majors. It also acts as an umbrella organization for the many STEM diversity programs on campus.

Led by Program Manager Travis Brown, the center sponsors an array of programs designed to support and retain students pursuing STEM majors. For example, the Computer Science, Engineering, and Math Scholars (CSEMS) program promotes academic advancement among talented undergraduates from low-income backgrounds, including those from underrepresented groups.

The center also:

- » supports Tufts' chapters of minority STEM organizations on campus, including the National Society of Black Engineers (NSBE), the Society of Women Engineers (SWE), and Women in Computer Science (WCIS)
- » hosts an annual symposium that showcases the accomplishments of minority student organizations from the Schools of Engineering and Arts and Sciences
- » sponsors study-group and mentoring programs for first-year students in introductory science and engineering courses in order to increase academic success and retention
- » coordinates advising and networking opportunities for students in the STEM fields

**"Our work is to foster an inclusive science and engineering community that will not only attract more students to STEM disciplines but also retain and graduate them to the fields of their choice."**

Travis Brown  
STEM Program Manager

### Leadership Alliance

Tufts is a member of the Leadership Alliance, an invitation-only academic consortium of 33 institutions of higher learning, including leading research and teaching colleges and universities. It focuses on developing underrepresented students into outstanding leaders and role models in academia, business, and the public sector.

The alliance provides empowering experiences for undergraduate minority students who have shown promise in their chosen areas of study. It also recruits these students to graduate school. For example, the Leadership Alliance Summer Research Early Identification Program (SR-EIP) offers undergraduates interested in pursuing PhDs or MD/PhDs the opportunity to conduct research with faculty members or mentors at participating institutions.

» *Diverse Magazine: Issues in Higher Education* ranks Tufts among its top 100 schools with minority enrollments.

» The Department of Biology's National Science Foundation-funded Research Experience for Undergraduates (REU) offers an intensive, multidisciplinary summer research opportunity for undergraduates. The department focuses primarily on recruiting women and minority students in order to foster interest in STEM research.

» The Leadership Alliance program has produced nearly 150 doctoral scholars, including MDs and PhDs.



### The Graduate and Professional Student Admissions Recruitment Committee (GAPSARC)

The Graduate and Professional Student Admissions Recruitment Committee (GAPSARC) is a university-wide committee of Tufts administrators and faculty dedicated to recruiting graduate and professional students from underrepresented groups. Convened in 2004, GAPSARC includes members from Tufts' eight graduate schools and focuses on a range of initiatives designed to bring talented minority students to Tufts. It also coordinates diversity-related admissions practices across the schools.

GAPSARC is co-directed by Yvette Dalton-McCoy, associate director of graduate diversity programs, and Associate Provost Vincent Manno. According to Dalton-McCoy, GAPSARC works with all graduate programs to develop university-wide diversity recruiting initiatives. For example, Dalton-McCoy recently launched a biannual prospective graduate-student day on the Medford campus to introduce local university students and others from the community to graduate study at Tufts.

### Tufts School of Medicine

- » offers Building Diversity in Biomedical Sciences (BDBS) through the Sackler School of Graduate Biomedical Sciences. The program offers a ten-week, mentored research experience for minority students interested in pursuing PhDs or MD/PhDs.
- » sponsors Health Careers Fellows, a program that promotes student success through advising, tutoring, and academic counseling
- » supports newly accepted minority students through scholarship opportunities and pre-matriculation outreach

### Tufts School of Dental Medicine

- » is one of the top schools of dental medicine for enrollment of African-American/Black and Hispanic/Latino students
- » hosts many student organizations, including the Hispanic Dental Association, the Muslim Student Association, and the Gay Lesbian Student Organization
- » has a joint admissions agreement with Tougaloo College, an historically Black college in Jackson, Mississippi

### The Cummings School of Veterinary Medicine

- » actively recruits and accepts students from diverse backgrounds for Adventures in Veterinary Medicine (AVM), a unique career exploration program for adults and middle-school, high-school, and college students interested in veterinary careers. AVM also helps these students defray the costs of the program.

> Tufts is a member of the National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM). GEM is a national organization that helps identify likely graduate school applicants from underrepresented groups and awards fellowships.

» Tufts belongs to the Massachusetts Consortium of Science, Technology, Engineering, and Math Programs (MC-STEMP), which plans and runs GEM-sponsored diversity conferences for Massachusetts universities.







### The Friedman School of Nutrition Science and Policy

- recruits extensively from historically black colleges and universities (HBCUs) and has a partnership with the University of Puerto Rico that sends students to the Friedman School for conferences and events
- offers diversity training grants, including eight slots for both master's and PhD students funded by the USDA
- conducts research about minority populations, including studying obesity prevention among immigrant families
- partners with elementary schools in Dorchester and Chinatown to prevent obesity and encourage healthful eating

### The Fletcher School of Law and Diplomacy

- recruits via specific minority initiatives, including campus visits to HBCUs, events with the Fletcher Alumni of Color Association, and admissions open house travel stipends for underrepresented students
- holds diversity and community sessions as part of its annual new-student orientation
- hosts a range of student organizations that include the Africana Student Group, the Fletcher GLBT Organization, and the Gender and Equality Project
- sponsors annual culture nights focused on Africa, the Middle East/Mediterranean, Latin America, and Asia



▶ To be in the forefront of solving the health challenges of a diverse population requires a community where learning from difference occurs as often as from formal instruction.

Dr. Joyce Sackey  
Dean for Multicultural Affairs and Global Health, School of Medicine



## Teaching and Research

Diversity among our faculty and research community is integral to the vibrant, multicultural flavor of Tufts. Many initiatives help Tufts recruit and support diverse teachers and researchers.

### » Across the university:

» Tufts is a member of the New England Higher Education Recruitment Consortium (NE-HERC), which offers Web-based postings of available positions, provides opportunities for networking, and emphasizes recruiting a diverse workforce.

### » At the Jean Mayer USDA Human Nutrition Research Center on Aging (HNRCA):

» HNRCA sponsors visiting scholars from around the world to collaborate and work at the HNRCA; scholars have come from hundreds of countries, including Pakistan, Israel, India, China, Zimbabwe, and Guatemala.

» HNRCA actively engages in diversity outreach when filling open positions.

### » At the School of Medicine (TUSM):

» TUSM recently appointed Joyce Sackey, MD, a Ghana native, as dean for multicultural affairs and global health.

» TUSM has refocused its recruitment process to enhance diversity within its leadership positions.

» TUSM has created a mentoring program to support the academic advancement of women and minority faculty.



# Enlightening Minds



**Tufts, through the Office of Institutional Diversity, strives to enlighten our entire community about what it means to fully understand and embrace difference.**

A cornerstone of a Tufts education is enlightening our students — and by extension, the world's workforce — about the diverse global environment in which we live. Tufts offers a range of programs and initiatives that help our students, faculty, and staff learn about the many faces of diversity and the range of issues that can arise in a multicultural environment.

For students, this means lectures, cultural events, and outreach efforts that take them beyond what they learn in the classroom.

For example, our Diversity and Cognition Colloquium Series looks at how diversity issues influence human behavior; our Group of Six cultural centers celebrate difference throughout the university; and our outreach programs take students into the community, where they learn how diversity with all its complexities plays out in the “real world.”

Our outreach and programmatic efforts underscore historical and emerging scholarship and research related to race, ethnicity, culture, gender and sex, disability, sexual identity, gender identity, educational and socioeconomic status, age, religion, and national origin. With new additions to the census categories, racial categories have also been redefined, which means that our students often define themselves as belonging to a number of different groups. Therefore, Tufts is continuing to educate its faculty and staff to meet the students where they are today. Through workshops, training sessions, and other programming, we work with our educators and administrators to teach them how diversity has changed — and what these changes mean for teaching and interacting with students and with each other.

In order to graduate informed, engaged citizens of a diverse world, Tufts strives, through the Office of Institutional Diversity, to enlighten our entire community about what it means to fully understand and embrace difference.



The background of the slide features a photograph of three performers on a stage. They are wearing black clothing and white face paint. The performer on the left is in a crouched position. The two performers on the right are standing, with one having their arm around the other's shoulder. They all have expressive, somewhat exaggerated facial expressions. The stage is lit with a warm, orange-red light.

Samuel Sommers  
Associate Professor of Psychology

➤ **Race, gender, culture, sexual orientation — how do they affect our interactions? These issues influence our lives, whether we like to think it or not.**

### Diversity and Cognition Colloquium Series

The Diversity and Cognition Colloquium Series, offered by the Department of Psychology, is designed to promote discourse and research on how race, gender, stereotypes, bias, and other issues influence human behavior. Open to the Tufts community as well as interested visitors, the series draws on the latest research in social psychology from Tufts faculty and visiting scholars.

Associate Professor Samuel Sommers, who directs the series, studies the interplay of psychology and the legal system, and how race affects group decision-making. He recently spoke on this topic at a colloquium lecture. “Race, gender, culture, sexual orientation — how do they affect our interactions? These issues influence our lives, whether we like to think it or not,” he says.

Other series topics have included the work of Associate Professor Keith Maddox, who spoke about raising consciousness to combat stereotypes, and the research of Professor Nalini Ambady, who has studied the impact unconscious bias can have on performance and hiring practices.

### Arts, Sciences, and Engineering (AS&E) Office of Diversity Education and Development

The AS&E Office of Diversity Education and Development works collaboratively with faculty, staff, and students to augment Tufts’ already diverse community. By developing, implementing, and assessing programs and collaborating with other departments and initiatives throughout the university, the office embraces differences among all constituents represented at Tufts.

Activities include:

- » providing workshops, consultations, events, and resources related to diversity issues
- » coordinating the AS&E Diversity Fund, which supports activities and special projects to build a healthy diverse community at Tufts
- » sponsoring the AS&E Diversity Council, composed of administrators whose positions are directly related to diversity on campus

### Group of Six Cultural Centers

Tufts’ Group of Six collectively cultivates a campus environment that values and supports different student backgrounds and philosophies. The six cultural centers, which include the Africana; Asian American; International; Latino; Lesbian, Gay, Bisexual, and Transgender (LGBT); and Women’s Centers, work together and independently to develop knowledge of and appreciation for diversity at Tufts. The centers expand students’ intellectual and leadership abilities and help address diversity across the university.



» The AS&E Diversity Fund sponsors nearly 50 lectures, networking programs, recruitment initiatives, conferences, and exhibits every year.

» The Bias Initiative helps the Tufts community effectively respond to incidents of intolerance and encourages mutual respect and dialogue among the many constituents on campus.

» Orientation programs for incoming first-year students include two distinct programs — Many Stories and In the Sack — designed to raise awareness about tolerance, mutual respect, and diversity.



A group of students in blue scrubs are playing volleyball in a gymnasium. A woman on the left is holding the ball, while a man in the center and another man on the right are reaching up to block or hit it. They are all smiling and appear to be enjoying the game. The background shows a wooden gym floor and bleachers.

Keith Maddox  
Associate Professor of Psychology

❖ One of the missions of a university is to bring people together to challenge assumptions. Don't stop challenging assumptions just because you walk out of the classroom.



### Science, Technology, Engineering, and Mathematics (STEM) Outreach

Expanding diversity in STEM fields is a key goal of Tufts' Center for Engineering Education Outreach (CEEEO), which fosters students' lifelong interest in technology and engineering and helps prime the STEM career pipeline. CEEEO works with local schools, many of which serve minority populations, to integrate engineering into K-12 classrooms. Its Student Teacher Outreach Mentorship Program (STOMP) pairs fellows from Tufts with teachers to help develop and teach engineering curricula in underserved communities.

Nerd Girls, a group of female engineering students, combats negative perceptions of women engineers and scientists and demonstrates women's competence in engineering and technology fields. Nerd Girls has been featured on the *Today* show and MSNBC, and in *Newsweek*.



### Urban Teacher Training Collaborative (UTTC)

UTTC is an innovative student teacher immersion program that gives students from Tufts' Master of Arts in Teaching program intensive training in urban classrooms. The philosophy is twofold: a specialty in urban teaching attracts teaching candidates from urban neighborhoods, and students trained directly in city schools will be better prepared for the special challenges of those classrooms and better equipped to stay longer. Based on an innovative residency approach similar to that of medical school and supported by the Office of the Provost, UTTC attracts students of color to the teaching profession and helps meet the need for good urban teachers.

### Neighborhood Fellows Program

Launched by the Office of the Provost in 2004, the Neighborhood Fellows Program in the Department of Urban and Environmental Policy and Planning (UEP) encourages community activists from Boston to enroll in UEP's master's program. These professionals work in urban environments concerned with community politics, race relations, economics, education, and housing. Fellows not only gain knowledge from the program but also offer to other UEP students their perspectives on the challenges facing urban communities.

### Step UP

Tufts' School of Dental Medicine and the Friedman School of Nutrition Science and Policy participate in Step UP, a program administered by the City of Boston and four other area universities to provide needed services and support to urban schools. The School of Dental Medicine provides dental health education, free checkups, and preventative and restorative services. The Friedman School initiatives include education on healthful eating and exercise.



» The Cummings School of Veterinary Medicine emphasizes the importance of diversity within veterinary professions through its Vets for Diversity (VFD), open to students, alumni, faculty, and staff.

» The Friedman School of Nutrition Science and Policy's program in nutritional epidemiology has an ongoing research program focused on the health and nutrition problems affecting minority populations, including Latinos and Asian Americans.

» The School of Medicine's Teachers and High School Student program (TAHSS) offers an intensive summer experience for high-school students of diverse backgrounds that exposes them to the health-care professions.

» Students at the School of Dental Medicine mentor local middle and high school students to encourage interest in health-science careers.

# eQuality vitality strength



A photograph of a diverse group of people, likely students and faculty, smiling and looking towards the camera. In the foreground, President Lawrence S. Bacow is visible on the left, smiling. To his right, a young Black woman with curly hair is also smiling. In the background, other individuals are visible, including a young woman with dark hair and a young man with curly hair, all appearing to be part of a group. The image has a warm, slightly blurred aesthetic.

President Lawrence S. Bacow

❖ **Tufts seeks to cultivate a research community that embraces difference and represents the diversity of our society in all of its complexity.**



Tufts offers numerous resources related to diversity on campus. For additional information, please contact one of the offices below:

**Office of the Provost and Senior Vice President**

Ballou Hall  
617.627.3310  
[provost.tufts.edu](http://provost.tufts.edu)

**Office of Institutional Diversity**

Ballou Hall  
617.627.3298  
[diversity.tufts.edu](http://diversity.tufts.edu)

**Office of Equal Opportunity and Affirmative Action**

Ballou Hall  
617.627.3298  
[oeo.diversity.tufts.edu](http://oeo.diversity.tufts.edu)

Cover photograph: Alonso Nichols/Tufts Photo  
Photography: Alonso Nichols, Joanie Tobin, Melody Ko,  
Jodi Hilton, Stella Benezra

Printed on recycled paper  
7918

