

ALUMNI TOWN HALL ON DIVERSITY, INCLUSION, AND BELONGING

JUNE 25, 2020

Transcript:

Cory Diamond: Welcome everyone. Thank you for participating today. My name is Cory Diamond. I'm the new Senior Director of Development and Alumni Relations here at The Fletcher School. Before we begin today, I would like to share few housekeeping notes. This session will be recorded for internal use so we can create a summary of the meeting, which will be distributed to all alumni. As you can see, we are using a webinar format as this is the best way to accommodate the large number of people we anticipated joining today. In order to ensure we have enough time to respond to as many questions as possible, we will be using the Q&A function on the screen. Please enter your question, and I will read them to Dean Kyte in the order they are posted.

If you have additional questions or comments after today, please feel free to contact the alumni office directly at fletcheralum@tufts.edu. Thank you again and here is Dean Kyte.

Dean Kyte: Thank you, Cory. Hello everybody. Thank you so much for joining us for this important town hall. Many of the senior leaders of the School are joining me today: Academic Dean Steven Block, incoming Academic Dean Kelly Sims Gallagher, Executive Associate Dean Jerry Sheehan, Associate Dean of Admissions Laurie Hurley, and others. We're all here to engage with you and to listen.

The events in the last few weeks brought before us yet again a long running question of diversity, inclusion, and belonging at The Fletcher School. I'm grateful to many of you who have written to me individually, and to those of you who have signed on to the petitions I have received. I also know many of you have reached out to other parts of the University, the School, and to individual members of faculty and staff.

It's been very important to hear from you. While I understood the issues of diversity and inclusion were an urgent priority for the School when I arrived in October last year, it's also been very important for me personally as the Dean to understand the depth of feeling and the deep concern about how we move forward together as a school around these issues. Thank you for reaching out. Your comments are being taken on board.

Now, I'd like to talk a little bit about how we're responding. First, to put it in context, the recent events have rocked the whole university. I think every one of us knows that this is a time where we have to think individually about what we need to be doing differently in order to bring this era of injustice to an end and to make Tufts a more diverse, more inclusive, and better university. We are very engaged with the activities across the University, including the recent Day of Reflection, that coincided with Juneteenth.

As for the School, these issues are profound at Fletcher because it's not just about who comes to the School and the diversity of our student body. It's not just about who works at the School and the diversity of our staff. It's not just about who teaches at the School and the diversity of the faculty. But it's about what we teach and how we teach it. And so, the issues of diversity, the issues of structural racism, the issues of other structural biases and discriminations are fundamental to our understanding of an international relations education. It's

fundamental to how we think about what we're going to teach, who is going to teach it, how we're going to teach it, and who we are teaching it to. That's the point that we'd like to kick off on now with more urgency, with more purpose.

We have had a diversity and inclusion committee for quite a while, and it has done a lot of very important work. We have made progress in some areas, but not in the way we address structural racism. In order to really bring the School together to ensure that this remains an absolute priority, I've asked the School to join me in creating a Standing Committee on Diversity, Inclusion, and Belonging. This committee will meet for the first time in the coming weeks. It will have representatives of the faculty, staff, and students, and each of these constituencies is working on how they will be represented. I would like to reach out to the Fletcher Alumni of Color Association, the Fletcher Women's Network, and other organizations within the alumni body to find a way for the alumni to be represented on the Standing Committee as well.

The purpose of the Standing Committee is to drive the agenda forward, which means working out and agreeing on an action agenda. We have pieces of a draft action agenda coming from work that's already been underway. We need to finalize and agree to it. We need to have measurable indicators of success, with identified milestones and timelines. We must hold ourselves accountable on the delivery against them, and that will be a community-wide conversation. As soon as the committee stands up, it can work through exactly what that conversation should look like. It will be a transparent committee. We will be reporting out to the school community, to the university community, and to you. And in that transparency, I hope we can continue to find ways to receive feedback on the areas that need improvement.

I think in the area of diversity and inclusion, we can also work closely with the alumni community. There are many of you who have practical experience of how to change institutions and how to attack structural barriers. Many of you have excellent experience in recruitment, in building businesses, and in working at large government agencies. I think it's also an opportunity for us to think very creatively about the curriculum for the future, about how we do what we do, and the excitement that comes from becoming a much more diverse institution. That will help us attract, I hope, the best students possible.

Diversity in the student body has been a priority and it has been increasing. The provisional numbers for the incoming class in September have held up to some extent, but it's not where we want it to be, and it's not where we need it to be. Fletcher always aspires to support the leaders that the world needs, and the world needs them more than ever. One of the key indicators and pieces of market research is that affordability affects our ability to attract a diverse class of students. We're working on measures that will address affordability at the School, and that should have a positive impact on diversity.

The Academic Dean and the Diversity & Inclusion Committee that already exists, which is a committee of the faculty, will continue our work on looking at our curriculum and diversifying the syllabi that are used in each course. In the last few weeks, Dean Block and Dean Gallagher have been working on finding creative ways to diversify the faculty and teaching roster and the courses that we offer. I'm looking forward to their work and being able to report out on that later in the year.

When it comes to hiring, our staff needs to be more diverse. This has been an issue of concern amongst the staff for some time. Going forward, there are very practical things that we can do in our hiring processes and these things are not rocket science. There are tried and tested ways to improve the diversity of a pool of candidates. We've made some changes in that direction, and we instituted some changes for the recent faculty hires that we completed. However, there is still more that we can do, including the need to codify how we do this and make it clear and public.

I am frustrated by some of the actions we have taken, largely related to communications. We haven't communicated very well; we haven't gone deep enough, and we haven't gone wide enough. The purpose of this call today is to let you know that this is at the top of the agenda and that this work is ongoing. This is a moment to double down and do more. It's also a moment to listen, to learn, and be introspective of what it means for each of us as leaders of the School, and what it means for me as a Dean. I'm very happy to get into the question and answers. I'm very happy to be having this call with you and look forward to a continuing dialogue as we make Fletcher a school where everybody can feel that they belong, where everybody's contribution is recognized, not just amongst each other but in the classroom and in the materials that we're teaching and in the perspectives we share. And that everybody can use their Fletcher experience usefully in a world, which is diverse and changing fast.

I spoke to one of our alums recently who told me that the lack of diversity of perspective in a certain course at Fletcher meant that while the Fletcher education had been fundamental to her career, she had missed an opportunity to really delve through a difficult issue from multiple perspectives. And that having had to deal with those multiple perspectives in the workplace, she wished Fletcher had prepared her better. We don't want to have those kinds of conversations with you. We want to be better, and this conversation today will help us. Thank you.

Cory Diamond: Thank you, Dean Kyte. We will go into the questions.

Albert asks, **I support the academic freedom of professors, and the freedom of choice of students, which is part of the ethos of the school. I therefore don't think the solution is to make more courses mandatory. However, if some mandatory training is provided, it should encompass all of the human rights issues covered by the school, including injustices based on gender, ideological orientation, sexual orientation, race, etc. What is the Dean's stance on upholding academic freedom and keeping the students' freedom of choice?**

Dean Kyte: Thank you. First, I don't think that we have to impinge on academic freedom in order to instruct an international relations curriculum from multiple perspectives and to understand the structural barriers that have marked many of the institutions and concepts that we study. I don't think it's either/or. We have famously had a very, very broad curriculum, and we famously adhere to an interdisciplinary approach on international relations. I think this is a strength and an advantage. Embracing diversity and inclusion fully should stand us in good stead as we deepen the work that we need to do in this area.

I don't believe that mandatory courses are necessarily the way that Fletcher could underscore or ensure that diversity and inclusion is in our curriculum. I'm looking to the Academic Council and to the leaders of the faculty for creative ways in which to ensure that we're able to embrace diversity and inclusion without putting too many rules in place on the curriculum. And there is evidence for being able to do this. For example, we are very proud of the work that we do on gender analysis. A number of you have written to me and said, "Fletcher has come a long way on gender in many different dimensions. Let's do it for racial discrimination in the position of Black people in society."

I think there's some important merit in that argument. When we look at gender analysis and the proportion of graduating students today who have had some exposure to gender analysis, it's extremely high. There's no mandatory gender analysis course. I think that if we're creative, we should be able to find ways to embrace diversity and inclusion. At the same time, there is mandatory training at the School. There is legally mandated training on Title IX, and there is mandatory implicit bias training for

staff and I would be prepared to ensure that all faculty also go through the implicit bias and other training.

Where there are issues of microaggressions in the classroom we have procedures for dealing with that, and we need to make sure that they are working and that they are adequate. But our goal is to prevent them, and that means that the faculty need to embrace the support that's available within Tufts on how to have inclusive classrooms. Overall, I think we've made a lot of progress, but we can make much more, and I think we can do that by effective management.

Sydney asks, **Fletcher has struggled to both recruit and support African American and Black students, and as alumni. How are you are making changes to specifically support Black students?**

Dean Kyte: This is a very important point, Sydney, thank you very much for the question. I think that there are a number of ways in which we have attracted Black students and students of color with U.S. passports. I think there's room for us to continue to look at the financial aid packages available for the programs already in place. We have a proud tradition of Pickering and Rangel Fellows, and I think there's more to be done to make sure that we're still an attractive place for those fellows to come.

I've been speaking to Dean Hurley and others about creative ways in which to build relationships with undergraduate schools who have a much more diverse student population, and whether or not we can build the pipeline from them to us to attract those students interested in a graduate international affairs education.

We have a very successful program with Tufts undergraduates called Map Your Future, where the undergraduate commits to coming to us in three or four years. During that time, we build a relationship with them to make sure that when they get to us, they are prepared for a Fletcher education. We could make a version of this with specific universities where the diversity of their undergraduate population is much, much richer.

Going forward, the Standing Committee will need to agree on the targets and performance indicators for admissions in this area. I am interested to continue to hear from Black alumni about where you think we should be building these partnerships and pipelines, and what more we should be doing to make the experience more affordable.

Dean Hurley: Affordability is certainly a top priority for us. Every year we review all our admissions initiatives and look at various pipelines and new initiatives to recruit students. We welcome any input from alumni, and we work closely with current students to identify places where we might look for students to recruit. Then, as some of you might remember from going through the admissions process yourself, we have a very hands-on, high touch admissions process, and we'll continue to do that as well.

Imad asks, **As an International Affairs school, it makes sense to look at the problem in a global context. What is happening to Black people in America is happening, as Black activist Angela Davis reminds us, to Palestinians. It applies to Yemeni people. It applies to Hutus in Rwanda, Black and Asian people in the NHS and DfID in the UK, Bengalis in Myanmar and India, Christians and Hindus in Pakistan. Fletcher prepares people for illustrious careers in policy and business. I think it also has to prepare them to contribute constructively in their illustrious positions. So, I would like to call for all students and faculty to receive unconscious bias training. As a part of this exercise, I would like for students be required to write essays**

critiquing in their home countries the media and governance with respect to institutional and structural prejudices.

Dean Kyte: Imad, thank you very much for the comment and for the suggestion. We'll take that on board. I think Angela Davis has noted that this is a moment where we can imagine the world differently. This is very meaningful to me and designing a path forward in which we can imagine The Fletcher School differently is the work that is at hand. We must look at different ways to make sure structural racism is not embedded in our courses, whether this is with mandatory workshops or in other ways.

I agree that faculty and staff should go through this kind of training. It is mandatory in other parts of the University. It has been voluntary in Fletcher. And so, these are the things that we will look at very carefully with the guidance of the Standing Committee. We will report out on the steps that we take.

Gresh asks, **Fletcher is one of the most diverse communities on all the Tufts campuses. Can you give us specific instances of the lack of diversity and belonging, et cetera, now being experienced?**

Dean Kyte: Gresh, thank you very much. I think our student body is not the most diverse within Tufts. Our faculty is not the most diverse within Tufts. I think the comparison against Tufts is useful to a point, but we're an international affairs school. We're an international affairs school that has a diverse faculty, but that diversity does not include, for example, any Black American faculty who are tenured or on tenure track. Yes, there are other diversities that we don't fully embrace or haven't embraced enough, but I don't feel that we're in a position to stop trying to be better. I think we really do need to look at who we want to be, and then how we're going to get there.

In town halls and in conversations I had when we were still together physically, I was struck not only by the depth of feeling from current students of color on how slow progress on diversity related specifically to Black people and people of color of U.S. origin, but I was also struck by our international students and their call for greater sensitivity, a greater sense of belonging, in particular in the classroom. As a global school with a famously globalist view, we must make sure that that is a perspective that is explored in every classroom.

Sydney asks, **Has Fletcher done any alumni surveys to identify how many American students of color still work in international affairs, and if not why? These insights could help both adapt the curriculum to create greater diversity in the field, but also position Fletcher as a greater voice in speaking up on the racism that permeates international affairs as a sector. I note the NYT article on the racism with the State Department.**

Dean Kyte: Thank you very much, Sydney. I am unaware of an alumni survey that breaks down alumni in that kind of detail. I've only been here a few months, but we did see that New York Times article and it did the rounds amongst us. Once we've decided precisely the kind of action steps we're going to take, and that they are measurable and we have agreed on indicators of success, then I would love to write a response to that article about how Fletcher will contribute to a pipeline going into the State Department and in to the international department of U.S. Treasury and AID and to all the other places where our graduates go, and also share how we will contribute on providing a pipeline of excellent, diverse talent. I think to reply now would be to deny the fact that we have work to do as a School on how we are going to be purposeful and how we are going to achieve this.

Cory Diamond: I have not seen that kind of survey, but we'll look into it.

Exequiel asks, **Many times over, we have heard that the Diversity & Inclusion Committee is part of the faculty governance structure of Fletcher and thus responds to faculty and not students. I believe this is hugely problematic. How do we hold the D&I Committee (as well as other the subcommittee in the works) so it remains not passive and as a filibuster of additional administrative bureaucracy, but is actively responsive and accountable to students?**

Dean Kyte: The Diversity and Inclusion Committee that currently exists is a committee under the governance of the faculty. It has representatives of staff, students, and others, but its governance is under the faculty. I believe that the faculty has a lot of work to do on diversity and inclusion. I have discussed with incoming Academic Dean Gallagher that having a D&I Committee within the faculty is important, that it should continue to report to the Academic Council and to her, and then she will, together with other members of the faculty, sit on the Standing Committee. So, the purpose of the Standing Committee is to be accountable more broadly and drive the agenda more broadly across every aspect of the School, where diversity and inclusion touches almost every aspect of who we are and how we work.

The Standing Committee will report directly to me and my intention is to attend most of its meetings. It will be chaired by Assistant Dean for Diversity and Inclusion, Jim Rollins who also sits on the Diversity and Inclusion Senate, which was recently established by Tufts University. I will be accountable up the line to the president of the University, and we will be transparent and public about what our action agenda is and how we're moving towards achieving it. This is about moving forward on many things which are agreed priorities, and then going even deeper and making sure that we're addressing these issues structurally.

Professor Gallagher: I just want to underscore one point that Dean Kyte just made, which is that the new Standing Committee is not subsidiary to the existing D&I committee, but actually almost supersedes that committee in that it will be directly reporting to Dean Kyte. The faculty committee will be focused very specifically on faculty affairs. How we're going to increase the diversity of the faculty itself and in our hiring processes, the curriculum review, syllabi review, and so forth. The Standing Committee will have a much broader remit.

Alfreda and Luis, ask **How many African American students are attending Fletcher? Is the trend going up or down? Can you also talk about the diversity stats in general at Fletcher and within the American and U.S. citizen population?**

Dean Hurley: In the last five years, the average percentage of U.S. students of color has been around 25%. In the incoming class for fall 2020, it's 27%, and 7% of the U.S. students are African American, which is higher than last year when it was about 5%. The numbers are going in the right direction, but there's still lots of work to be done.

Mark asks, **Has Fletcher thought of developing outreach efforts with predominantly Black colleges and universities? Historically, we have not had a good record of recruiting Black American students.**

Dean Kyte: One of the things that we want to explore is how to build the pipeline to Fletcher from historically Black universities and colleges and from other universities and colleges with very diverse student populations. I recently listened to a podcast with the president of Howard University and a professor of history at Northwestern, who spoke on the structural barriers, including where their

students go afterwards. I think these are the things that we will want to explore in detail. It's a good point. Thank you.

Sydney asks, **Have you done any specific training or could you plan a training for faculty, students and staff on racial equity - not just diversity and inclusion?**

Dean Kyte: To echo a previous response, we will look at exactly what the training will be. These things are all under review at the moment.

Clare asks, **If, as you say, it is not “rocket science” to improve diversity of faculty through tried and tested changes to hiring procedures, and that as you say, this has been a concern of staff for a long time, why did this change not happen?**

Dean Kyte: I can't answer why it didn't happen, but I can tell you what we've done recently. First, to provide context, within the APSIA schools, there is a diversity and inclusion task force, which Fletcher sits on and I sit on as the Dean. It's been a very important part of our learning how others struggling with similar issues have improved things. One part of the conversation has been on the things that can be done to get the best results in terms of diversifying the pool of candidates; the other part is on recruiting diverse faculty candidates.

There is lots of evidence to support that you can actually build a diverse faculty by going beyond traditional APSIA schools. If APSIA itself is not diverse, and APSIA schools are hiring faculty from each other, we're not going to improve the situation. How do we make sure that we're hiring brilliant young faculty? One way includes making a pledge that we won't just take each other's staff and faculty.

A first step we can take includes blinding resumes and applications so you can't see the name or what the applicant's current position is. Secondly, one of the things that has worked well in the schools that have improved the diversity of faculty, is bringing more candidates to campus and allowing for greater interaction with more people. By moving from bringing to campus three candidates to bringing in five or six, you give yourself an opportunity to get to know more people, and that improves diversity.

These are things which are being done by others that we can learn from, and we're starting to institute ourselves. We've just gone through a staff recruitment and we were able to push hard and diversify the pool. Announcements on that placement will be coming out soon. What I've learned as well is that we have to put extraordinary pressure on headhunters and be absolutely explicit that we will not accept lists of candidates which are not diverse.

I think we're learning about how to do this so that we get good results. What we haven't done is codify this, and we will work with the human resources department at Tufts to do so.

Latifah asks, **Last spring, several students were invited to speak to the Fletcher Board on diversity and inclusion issues, which was extremely poorly executed and handled. The Board itself were openly racist and dismissive of students' concerns. How is the school planning to engage the Board on D&I issues moving forward?**

Dean Kyte: Thank you very much for that question. When I came to the School, I began to have a series of conversations with the Board on issues of diversity and inclusion. I've raised it with them in the

context of having to address affordability so that we can attract more diverse students, also as it pertains to the faculty and to the curriculum.

I've heard about last year's meeting, but not having been there I can't comment on it. I can tell you we have the Board's support on our journey to becoming a richer and better school – more diverse and inclusive – that provides a sense of belonging for a very diverse set of perspectives. The current chair of the Board, Lis Tarlow, is very sensitive to the need for the Board to be supportive in that way, and I think she looks to us to be very clear about how the Board can be supportive.

Regarding the composition of the Board itself, starting in the fall, we began working on a plan to refresh the Board. There has not been a regular process by which the Board can refresh itself but now that Cory Diamond is here, and working with Lis, we have put together a plan for Board rotation. This process will allow us to build a more diverse Board with clear expectations. With these measures in place, I hope that going forward you'll be able to see that the Board is shifting in its composition, structure, and priorities.

Tim asks, **Who are the African American instructors and what are they teaching?**

Dean Kyte: The list of instructors changes every year, and so I don't want to misspeak or forget to mention anyone. We don't have any Black American tenured track faculty or any Black American tenured faculty right now.

Professor Block: The point I would add to the obvious observation that we don't currently have full time tenure track African American faculty is that there are other ways to bring faculty into the fold. Abi Williams, for example, is a professor of practice and who is West African. He hasn't taught yet at Fletcher, but we're hoping he will teach at the School. Some of you may have been here when Kwesi Botchwey was on the faculty for four years. He was Minister of Finance in Ghana. So, we do have some transitory faculty of color.

On recruitment, it's not for lack of effort for full time faculty. We have also had recent conversations with the Tufts Department of Race, Colonialism and Diaspora, and we're hoping to do a joint hire. There are a number of administrative and financial hurdles to that, but it's a conversation that we've recently begun and we have reached out to the leadership of arts and sciences in the hopes that we can pursue it in the coming year.

Ronnie asks, **Thank you for this information. Can you provide more detailed information on what exactly you did to change hiring practices to make a more diverse working environment. In addition, you did not talk about specific policies to create belonging, not just diversity. Can you explain what Fletcher is doing to make everyone feel like they belong there? Can you also say why the language requirement recently changed? I know this has been an issue for many alums.**

Dean Kyte: On hiring for staff, we should not accept long lists that aren't diverse, and we should not accept shortlists that are not diverse. We should advertise in different places. And there are, within international affairs education, listservs for people of color and for indigenous Americans that we can engage with. We must use our networks and shake the trees in different places. Going forward, we must codify this process, and this process of change must be transparent. As we make formal changes to how we recruit, we will report it out.

The conversation on belonging and diversity started in the School before going remote. We also had a diversity and inclusion Zoom town hall just after going remote. The question on belonging, I think, is an open one, and I'm looking forward to the Standing Committee continuing to ensure that the conversation is taking place. What does belonging mean? The way we framed the conversation in February was that there are issues of structural racism, of other structural barriers to diversity within any community, but it's important to be able to express and imagine what it would look like if we did belong. How would it look? How would it feel? I think there is room for that visioning exercise, as well as working to dismantle some of the structural barriers.

On the language requirement, we have been, I think, rightly criticized in recent years for administering a language requirement in a way that didn't support students and was not necessarily of quality in terms of the way in which languages were examined. We also looked very carefully at the feedback and market research that showed having language as a requirement was a barrier to entry to Fletcher for certain students. We recognize that this is a very important part of an international affairs education, but it should not necessarily be required that everybody engage in deep study of a language program.

If a student wants to have language education, if their career really demands language education, then we will have a language program and they will be supported. We will improve the quality of the examinations, and the examinations will be recognized within workplaces. We are hoping that we can improve the quality of our language education, but not make it a requirement, and therefore not have it be a barrier to those who feel it is.

Aziza asks, I wrote a letter with recommendations on action to fight racism in all its forms that was signed by 117 alumni. The letter mine responds to mentioned changing the mission statement of Fletcher. As a potential student and then as a student at Fletcher, I had no idea what the mission statement was. This change is not meaningful. It won't change the lives of students. The money this would take would be better spent elsewhere. Moreover, adding the word "diverse" to the extant statement would undermine all students of color by potentially implying we are all affirmative action admits, which we are not. We are worthy on merit. So do you intend to change the mission of the school?

Dean Kyte: Aziza, thank you very much, and thank you very much for the letter. I've had two letters, one that came on June 11 and then yours, which came shortly thereafter, both of which I will respond to. We're going to take the contents of those two letters and bring them to the Standing Committee and work through each of those issues. I must admit that as Dean, the mission statement is not something that's been very present in my thinking about the School. In fact, I had to go back and look at it. It's also unclear how we use it as a School, and we haven't decided whether to change it or not. Your views will be taken on board. I appreciate the contents of these letters, and I'm very keen that we focus on measurable actions that have a measurable impact on the School, the students who are with us today, the faculty who are working so hard with us today, and the future students and future faculty. I'm very interested in being practical and pragmatic about that. I want to have space for the conversation: what does a school which feels like we all belong look like?

Ken asks, How does structural racism manifest itself at Fletcher? What are some of the core issues that are being raised by students, faculty and staff of color? Diversity at Fletcher has, in my opinion, focused on the breadth of its international students, but I've always felt that Fletcher has not done as good a job at recruiting US women and US students of color. If Fletcher is to remain relevant to the US policy debate and to train US public policy leaders, will there be intentional focus at Fletcher on this issue?

Dean Kyte: Yes, I think we do need to be purposeful. We do need to put an intentional focus on it. If we're looking at international affairs faculty, there's a tendency to hire from the same pool, and that pool's not diverse, in part, for structural reasons. We're not going to change anything by going back to that same pool each time. We've spoken on the need to make clear to students who wouldn't traditionally come to Fletcher that we're the place that they should come. Of course, students have many choices so we must be a place where they will feel they belong and that they will receive an excellent education. It's not just that we have to open the door more widely, but we also have to work at being a place where people want to come.

Dean Rollins: We are looking forward to getting best practices from others on campus, from other institutions, and from outside of the nonprofit field. We just posted a full-time staff position for an Associate Director for Diversity and Inclusion. This will be a professional who will help us examine what we're doing and advise us and help us to move forward.

Vugar asks, **Are we a member of any coalitions with other schools on this matter?**

Dean Kyte: We are a member of the diversity and inclusion task force of APSIA, which has been very important for me as an incoming Dean because it's allowed me to talk to my peers and colleagues, at our traditional competitors and also some of the state schools which are associate members of APSIA and who have done much more work on diversity and inclusion. I'm a member of an informal group of school leaders who are not members of APSIA, including some in the UK, which has been an invaluable resource to me. I've also looked at what's worked and hasn't worked over the last decade – there have been a number of attempts to build partnerships between African and European universities and United States universities, facilitate more faculty exchanges, create exchange programs, and to build capacity both ways. These attempts have struggled. There are a couple of new networks of universities in sub-Saharan Africa, one sponsored out of the African Union and one sponsored out of one of the universities of South Africa. Some of our faculty have extensive relationships with universities across Africa, for example from Uganda, Ghana, South Africa. We have informal relationships with these networks, but not formal ones.

Nareg asks, **Could there be room for a MALD field of study concentration or certificate regarding studies in racism, imperialism, or other such phenomena and their lasting impacts?**

Dean Kyte: That's something we'll look at.

Dean Block: We would certainly be open to doing that, but it relates directly to the questions about faculty composition, and we need to have the faculty on board to deliver the course work to support such a field. We're certainly open to doing that, and it is fully consistent with our aspirations to diversify faculty hiring.

Dean Kyte: I know that the faculty that look at these issues in particular from a gender perspective have a lot to contribute on how we think about this, and there are resources within the faculty that we can use to explore these issues. Also, as Dean Block said, we need to build a faculty which is able to teach these issues excellently.

Latifah asks, **In addition to hiring and retaining more Black, indigenous people, and people of color faculty members, what is Fletcher doing to ensure that existing faculty members are being trained to adequately handle classroom discussions in inclusive ways?**

Dean Kyte: There are available resources within Tufts on inclusive classrooms. Of course, now that we are remote, we must use these resources to ensure that our remote classrooms are inclusive, and we must do the same when we come back to in-person teaching. A number of our faculty do avail themselves of these resources and have found them to be extremely useful. These are the kinds of things that we want to track under the Standing Committee. I think then we need to work to ensure that every member of the faculty has gone through this kind of training.

Dean Block: There is implicit bias training. I think there's more traction perhaps through the kind of inclusive classroom management training that's available through CELT, which is a resource within Tufts. We've had several full-day and multi-day sessions available for faculty, and we will continue to work with CELT and try to draw as many faculty into those training opportunities as we can.

Maria asks, **Thank you for addressing these issues and sharing in the frustration over the speed and depth of change. My experience at Fletcher was that most change occurred or was initiated by students of color who are already burdened by the systemic racism they face. How do you foresee the necessary changes taking place without over-relying on students?**

Dean Kyte: Thank you very much, Maria. When I came in as Dean, it was very clear to me that the students have been pushing and pushing for some time and have felt that there hasn't been enough of a systematic response by the School. That said, I think that the School has done a lot of things, and we need to be better at communicating what those are. There is certainly more to do. I'm hoping that by creating a Standing Committee it is no longer the expectation that students have to push the agenda. By jointly agreeing on an action plan and establishing measurable goals for success, and being transparent about it, we can create momentum. And yes, there will be some people who feel that we're not moving fast enough. There will others who will feel we're moving too fast in the wrong direction. But it can't be the burden of Black students or transgender students or indigenous students to push for an inclusive school. Or the burden of Black staff. It's my responsibility as Dean to make sure they don't feel that way.

Kafia asks, **Fletcher alumni circulated a petition asking for Fletcher to denounce the murders of Ahmaud Arbery and Breonna Taylor and George Floyd, yet the Dean's response came much later than other universities. What was the reason for the delayed response and what message do you think the delayed response sends to Fletcher about the value of Black lives?**

Dean Kyte: Thank you very much Kafia. It's nice to hear from you again. I don't remember the exact chronology, but when George Floyd was murdered, watching the tape along with the rest of the country and the rest of the world, and then watching the events that soon followed, I thought about how it might feel for members of the Fletcher community. I spoke with leadership across Tufts about a response, but I decided that I needed to reach out to the Fletcher community. And so, I wrote a letter over the course of a weekend that I didn't want to rush out. I wanted to reflect on what I should say to the student community, to faculty, and to staff who were angry, tired, frightened, and irritated. I did take my time, and I wrote a note as Dean to the community that weekend. But also, we're a school of international affairs, and it became an international incident very quickly with the African Union coming out with a statement. I responded to your, and other requests, for more and came out with a public

statement a few days later. I took the time to write something so that every word was carefully considered, because I think that's what leadership needed to do at that time. I reflected on the message we sent, and when we sent it, and I'm comfortable that I wrote to the Fletcher community first and then made a public statement. If it didn't come out quickly enough, then the only thing it reflects is my desire to put out not only words, but to have action, and to not over-promise or under-deliver. If I took too much time to make sure that what I was saying was something I thought we could back up with action, then the only thing I can say to you is to measure me by the actions going forward and not by my words alone.

Michael asks, There's growing attention to anti-Black racism in the State Department and diplomacy in general. In the specific context of recruiting Black American students to The Fletcher School, is the school doing targeted outreach with historically Black colleges and universities and other largely Black institutions whose students might not otherwise consider pursuing a career in diplomacy or international affairs?

Dean Kyte: We do regularly recruit at historically Black colleges and universities. We also want to work with the Pickering and Rangel Fellow leadership and see what we can do to bolster their numbers in general, and then bolster their numbers into Fletcher, as this will be a very important part of strengthening our recruitment strategy going forward. Of course, if we are not affordable, it doesn't matter. Someone might get a Pickering Fellowship, but if they can't meet the difference between what the fellowship gives and what our tuition costs, then we have a problem that we must solve.

Rahul asks, Simply put, why do you think it required this movement to trigger this level of attention to race among the faculty and others, and what steps might you take not just to address the issue today, but to address the structural blindness and willingness to look away that therefore by definition characterizes the institution?

Dean Kyte: Rahul, thank you for the letter that you helped organize. I can't speak for every member of the faculty, and I think that that's too sweeping of a statement for them. I think we have a number of faculty members who have systematically, and do systematically, in their research, in their instruction, and in the way in which they lead their lives as members of the Fletcher community, make change. But we do have to ask, how does the institution behave and how does it create an atmosphere of belonging and inclusion? As an institution, there are many things that we need to do that we haven't been doing. I cannot explain all of the reasons why we haven't done them. In some cases, we may have tried and failed, and in some cases, we may not have tried at all. I think the point is that going forward we need to use this moment and make sure that it's not squandered or wasted, or that we don't, in not using this moment, disrespect the lives that have been lost. I want the School to be measured on its actions, not just on the words of individual leaders. All I can do is say that I'm committed to maintaining dialogue. I'm committed to listening, committed to learning, and committed to making change that can be measured. At the end, what will be measured is the quality of the students that we are producing, the quality of the class, the continued quality of the faculty, a more diverse faculty teaching a curriculum which understands international relations in its context, and fully understands the history of the canon of international relations. Then, we can turn around and say, "this is a place that could really make a contribution or continued contribution to the field of international relations."

Divya asks, Has Fletcher considered preparing students to handle workplace barriers related to racial discrimination they may face after graduating?

Dean Kyte: Divya, that's a great question. I think one of the discussions that we're having in the School is about how to do more skills training alongside the richness of the curriculum. How to operate in a modern workplace effectively, more broadly, is an issue that our students are very keen to have more support on. I think it's worth looking at where there are these issues. It's not just racism. It is also some of the other structural biases that happen in the workplace. I know there are lots of resources out there to help us with this, including within the alumni network, that our office of career services will look at going forward.

Brionne says, **As a Fletcher student, I served on the diversity and inclusion committee. While some achievements were made via improved incident reporting mechanisms, the establishment of an informal Coffee Chat Club, a safe space for diverse students, strengthened relations with the Fletcher Alumni of Color Association, and the first ever orientation training on D&I for incoming students, there were several areas where more effort was needed. Can you talk about whether training for students and staff is currently mandatory and if there is still an orientation on these issues? What are the ways you are approaching the review of curriculum to include Black perspectives? The Alumni D.C. Board would be thrilled to share ideas and ways to support your efforts and to promote deeper engagement with the alumni community to encourage Fletcher's prioritization of this issue.**

Dean Kyte: That training is part of orientation. There is a piece on diversity and inclusion, including on behaviors that need to be embraced. There is mandatory implicit bias training for staff. It's not mandatory for faculty, although that's something we will look into. But as we said, there is the training that faculty need to embrace, and many do, on inclusive classroom techniques. So apart from orientation, I'm unaware of any other mandatory training for students but we can look at that. Students on the Standing Committee can also engage with that. There are other discussions going on at the level of the University about how to build on the events of the Juneteenth day of reflection. I'm also keen to look at what has happened in other Tufts schools where they seem to have done a lot in recent years.

The faculty need to be thinking about this as well, including, the process of syllabi revision – what course materials are being used and how they can be diversified. Library services is working with a small grant to make sure that we're diversifying the resources that are available to students. It also goes beyond a review of syllabi to a review of the material that courses look at and its structural issues. So, for example, we're going to be teaching courses on One Health going forward. One Health is the relationship between the health of the animal population and human health which is very important in an era of zoonotic diseases. There are critiques of health policy from a gender and racial structure basis. But there are also critiques of One Health itself. We need to make sure there are references to some of that critique in the curriculum. We need every professor to systematically look through a critical lens at what we're teaching. The curriculum, the coursework, and the syllabi are theirs, but we need to work with every member of the faculty to ensure that they are adding richness to their courses.

Because of the level of interest and the resources within the alumni community, I think it will be good to have alumni representation on the Standing Committee. We will also set up a mechanism through the alumni office to collect feedback and suggestions. As the faculty committee gets underway again, there will be room to take your input there as well.

Pam asks, **Are you familiar with the Posse Program, which creates bonds among Black American high school students who will attend certain liberal arts colleges? Would you consider a similar pipeline program that not only identifies potential students early in college, but builds a community of such students in different ways, such as summer programs during college?**

Dean Kyte: Yes Pam, that's a really good point. Map Your Future has been our way of doing it, but we haven't targeted it at diverse students, but that's certainly something we can look at.

Dean Hurley: We've had Posse students at Fletcher and we routinely recruit at Posse Institutions. One of our faculty members is on the board of Posse, and we will be talking to a Posse representative soon. Tufts has recently added an international relations program for high school students through University College, and some of our Fletcher students have taught in that program.

And just to reiterate, the Map Your Future program is open to students at many colleges and helps to bring cohorts of students together for two years before they actually enroll at Fletcher. We hope to expand that program as well.

Kafia asks, **Are there Board members on this call?**

Cory Diamond: Yes, and as Dean Kyte has said, this has been an important topic of conversation with them.

Mariam asks, **Why was the webinar format chosen with chat disabled, which limits the Fletcher community's ability to communicate with each other?**

Dean Kyte: Under Zoom licenses, different formats allow for different numbers of people and we did not want to have people unable to participate because we'd reached a maximum. The webinar format allowed us the most flexibility given we did not know the number of people who would take part. We used the Q&A function so that everybody could see the questions. We didn't disable chat in order to stop you from talking to each other; we wanted to focus the comments into the Q&A box.

Katrina asks, **It is clear that Fletcher has heard the message about the types of changes that we'll need to make internally around racial equity. However, I'm wondering what thought has been given to the broader influence Fletcher can have on the world's major international and government organizations with which it interacts and acts as a pipeline for their staff and leaders. How can Fletcher expand its influence in this regard?**

Dean Kyte: When I worked at the United Nations and World Bank Group, I was involved in conversations around intolerance, structural racism, sexism, homophobia, etc. I also have experience working in countries where different governments have not been open to discussions around some of these issues. And now, working in higher education I can see first-hand that there is an important role for scholarship on every aspect of discrimination, of structural inequality, and that scholarship becomes very important for the institutions that are working internationally. I've had colleagues who've worked on LGBTQIA+ issues in business, and the scholarship on these issues was fundamental to understanding how businesses should be changing their practices and how government should be regulating businesses. So, given the important role of scholarship in these areas, I think Fletcher has a lot to contribute. As an example, we are building the field of gender analysis as it applies to conflict. We're teaching issues around children's rights. We are looking at issues of diversity within the work we do on migration and human security. There is a real richness to what we're doing, and we are helping build the world's understanding of how to do things. I think that there is an extraordinary need for institutions like Fletcher to be able to pursue scholarship in all of these areas, including the issues we're discussing today, because the institutions really need the scholarship. I fundamentally disagree with those who

disagree with the view that we can be a richer and stronger school if it is more diverse, because these issues are global. And the more that we can discuss these issues, as a school of international affairs, then I think we make a positive contribution to the world.

Tamara asks, During my time at Fletcher as an American Black woman, we had difficulty finding housing off campus as locals were not willing to rent to Blacks and Africans, and we were cautious as to where we socialized off campus in the Boston area. Fletcher on campus is quite different than the problems encountered in the Boston community, where we are not seen as Fletcher students, but as Black men and women. What can Fletcher do for Black students to ensure a safe haven outside of campus? Second, Black American students have difficulty in finding jobs in international organizations, NGOs, and international corporations. If we are not in these positions, we cannot help to bring on others. Fletcher must literally contact people in these organizations to get jobs for Black American students. So eventually a network can be created for Black Americans.

Dean Kyte: Thank you very much for those comments. As it relates to people living off campus, this is something that I'd like to continue discussing. Certainly, we'll work with our colleagues at Tufts around how we engage with the community. I'd be very interested to have the Standing Committee look at what more we could be doing at Fletcher, and then as part of the Tufts community. When it comes to placing students, I think that's true. We have strong relationships with certain institutions, because over decades we've been placing people or helping people get jobs. I am aware of how hard many members of the faculty and staff work in supporting the placement of students. This is something that we want to invest more in going forward because it's such a fundamental part of why you would come to graduate school in the first place. We've been looking at this as part of the strategic review underway the last few months. It is also important that we work with institutions to make sure that we're supporting them to diversify by bringing in our graduates of color. Also, in some sectors and for some organizations, it's going to be a brutal hiring market the next few years. This is upper most in the minds of our students, and it's one reason why we've really must work very creatively. And so, I think we must double down our efforts, and we'll look to see whether there's something more systematic we should be doing. Thank you for the input.

Dean Kyte: I want to conclude by saying thank you very much to everybody who joined today. I'm grateful to the Deans who've been on the call and fielded some of these questions. I'm sure some of you are thinking, "Yeah, we've heard this all before." And to you, as I have said, we want to be able to move forward with purpose. We want to build momentum, and we want to be able to continue to improve the School. It's been improving in many different measures for many, many different years. It's our responsibility as the ones who are here now, to continue to do that. We know the value of a Fletcher education, and we've got to make that invaluable for those who come in the future. I'm very focused on being able to back up what we hope to do with real action so that measurable progress can be seen. I will rely on continued input from the alumni network, and we'll be reaching out to you for specific ways in which you can help in the coming months.

Thank you very much for all you do. Thank you for the internships that you've helped us secure in previous years, but especially for this year. Thank you to those of you who helped us with recruitment of full-time jobs for students. Thank you to those of you who give. Because of you, we've given more financial aid this year than ever before. Thank you for all that you do to help this institution be of service to the next generation of leaders.

Cory Diamond: Thank you, Dean Kyte. And thank you everyone for participating. As we said, this is just the beginning of this conversation and we will turn to the alumni community to help us move the dialogue forward

in a variety of ways. If you have further questions or comments, you can contact me (cory.diamond@tufts.edu), or our office at FletcherAlum@Tufts.edu. And thank you again.

End of transcript

Below are responses to questions submitted to the Q&A chat that were not addressed during the town hall.

Kafia asks, **One of the barriers to addressing diversity is a lack of communication and transparency. Why was the webinar format chosen, with chat disabled, which limits the Fletcher community's ability to communicate with each other?**

Response: As Dean Kyte stated during the town hall, we anticipated a large turnout to the town hall and the webinar format was chosen so we could accommodate everyone. In the future, we will ensure the best format is chosen given the number of anticipated participants and the goals for the event.

Mariam asks, **Thank you, Dean Kyte and the rest of Fletcher for providing this venue. In terms of building a pipeline, I wish you would help provide access to invaluable language instruction to all of our students. I understand that many BIPOC and low income students were failed in their schooling in the US and the language requirement may serve as a barrier for them, but the response shouldn't be to get rid of the requirement altogether and just give up on investing in our students. As was addressed in the letter to you, language is one of the best ways to immerse ourselves in a new culture and gain a new worldview. All international students must become fluent in English before coming to Fletcher. Many alums have pointed out that removing the language requirement further fosters Anglophile privilege. Fletcher differentiates (at least did) by requiring all students to enter the international field not only knowing English, but another language. You responded to our letter but didn't mention concrete next steps.**

Response: As mentioned above, one of our goals in updating Fletcher's language program is to provide better support for students in accessing language and to do better in supporting students who wish to pursue language instruction. As we continue to offer the opportunity for students to demonstrate their language proficiency, and include passing results from a language exam in their transcript, we are determined to improve how exams and assessments are administered and evaluated. Additionally, we will find ways to build the importance of language skills into the curriculum in a targeted, supported way. In the coming year, we will move to a foreign language program that facilitates students demonstrating language proficiency in a consistent and broadly recognized manner.

Clare asks, **Fletcher has a variety of scholarships, including the Bosworth scholarship. Does the school have information on the breakdown of students of colour who have received a Bosworth scholarship/other Fletcher scholarships?**

Response: Annually, over 95% of admitted students who request scholarship aid receive a scholarship. The Bosworth Scholarship was offered for approximately ten years. Twenty-five percent of the US citizens offered the Bosworth Scholarship were students of color.

Rodrigo asks, **Are you using or are you considering using blind recruitment, for admissions/hiring?**

Response: Regarding hiring practices, we are increasing outreach efforts to enhance equal opportunity to individuals of diverse backgrounds and experience, including underrepresented groups. We include a diversity statement on our job ads; post ads on numerous web sites, including several that cater to underrepresented groups; enlist the support of individuals and groups; and provide unconscious bias training for search committees. For faculty recruiting, we've increased the number of candidates invited to campus for interviews. We're also working with Tufts Human Resources to determine whether there are additional strategies (including blind recruiting) that we can implement.

Regarding admissions, the Admissions Committee considers many different factors, including the context that each candidate is coming from. Admitting and enrolling a diverse class is a primary goal for the Admissions Committee each year. The Admissions Committee defines diversity broadly and considers national origin, socio-economic background, gender identity, race, religion, etc. as part of the holistic admissions process.

Exequiel asks, **Dean Kyte, you've said now is the time for less talk and more action. Why can you not commit to mandatory unconscious bias training for faculty and students? Can this not be offered as a co-curricular requirement just like PDP?**

Response: Many of our faculty members received unconscious bias training from Korn Ferry consultants during a 2017 faculty meeting, and they also receive additional unconscious bias training when they serve on search committees. The faculty's Diversity and Inclusion Committee will work to provide faculty with additional opportunities for online or in-class training.

Students receive implicit bias training at Orientation. Because our Orientation is online this year, we have both asynchronous diversity, equity, and inclusion programming and live talks. The asynchronous content is in the form of a module that all students must take prior to Orientation week. There are several required videos and readings on topics of implicit bias, decolonizing international relations, diversity and inclusion at Fletcher and Tufts, and primers on various types of diversity—with a special focus on systematic racism. The asynchronous programming will be followed by live discussions and a keynote during Orientation week.

Kinsey asks, **What are the current faculty doing to educate themselves on how to build a more inclusive classroom? What are they doing to educate themselves on the systematic racism in Fletcher as an institution? What trainings are being *required* of them to understand their place and complicity in a racist white-supremacist system? If you, as we say only have 'transitory' faculty of color than our white faculty need to be held accountable. So what are they actively doing?**

Response: Faculty members have access to training from several sources. All faculty and staff are required to complete EEO training, and they receive unconscious bias training when they serve on search committees. Several faculty members have also participated in the Inclusive Teaching programs offered by the Tufts Center for the Enhancement of Learning and Teaching.

Flora asks, **What percentage of alumni who still have student debt with Fletcher/Tufts are alumni of color or African students? What programs are in place to work with these alumni to reduce their debt burden or write**

off the student debts as they are the groups most likely to face racial or additional barriers in work recruitment and promotion and earn less than their peers over the years?

Response It is very challenging to track the percentage of alumni who still have student debt as individuals use a wide range of repayment options and timelines. The Loan Repayment Assistance Program (LRAP) has been assisting Fletcher alumni with educational loan debt since 2003. LRAP information can be found at <https://fletcher.tufts.edu/admissions-aid/financing-your-education/loan-repayment-assistance-program>

Mischa asks, **What steps will be taken to diversify Career Services?**

Response We recognize the importance of a diverse team and the Office of Career Services is expanding its resources and affiliations to address the interests of our diverse students. The next time there is an opportunity to fill a vacant position, we'll use the strategies mentioned above to increase the diversity of the pool of candidates.

Albert asks, **During the Town Hall a question was asked about demographics of the student body, and part of the answer was that the latest admission includes 7% of African American students. Given the school's targets of admission of both Americans vs non-Americans, how do the admission statistics compare with what would be expected if the school accomplished its inclusive goals?**

Response While we don't have specific numeric targets, we are working to enhance the diversity of the student population. Providing the opportunity of a Fletcher education and experience to qualified students of all backgrounds is essential to our commitment to the values of equity and belonging.

Salman asks, **Am I right in my understanding that many diversely populated countries are severely underrepresented in each admitted class? Take Bangladesh for an example – a country half the size of the U.S. by population size where almost every major international development organization and NGO has an office, we have seen on average only one student per academic year. Is there any unwritten cap the admission committee pursues for such countries? Would you commit to increasing the representation of students from traditionally under-represented countries?**

Response The Fletcher School is committed to enrolling an internationally diverse class each year, including students from underrepresented countries. There is not a country cap in the admissions process. Typically, 40% of the entering class is comprised of international students representing approximately 45 citizenships. Country representation does vary from year to year.

Chris says, **Obviously all students from non-English-speaking countries are at least bilingual just by virtue of getting into Fletcher. Yet, while dropping the language requirement might be seen as a way to open the door to a more diverse body of applicants within the American subset of the pool, how do we then address one of the most infamous foreign criticisms of American myopia and hubris: that US citizens are perceived as boorishly monolingual? How would we mitigate the risk to the Fletcher brand with future alumni from an international affairs school who only speak English? What about allowing monolingual applicants, but requiring them take a year of foreign language at the Olin Center as a graduation requirement in order to make up for this, just as UC San Diego and SAIS have a similar requirement with respect to quantitative skills?**

Response Fletcher continues to value the breadth and depth of experience that multilingualism allows students and alumni to access. In removing language as a requirement and instead developing a more

supportive language program, we expect that our reputation as an institution that values and supports the development of linguistic and cultural skills will be enhanced. Moreover, our work on the language program must be seen in conjunction with our other efforts to equip Fletcher students with the skills, knowledge, and understanding they will need as international leaders. These efforts include continually revising the curriculum to reflect the world we live in and ensuring that a wide variety of perspectives is presented, which we are striving for in our current syllabus diversification effort. In admissions, we continue to value candidates who demonstrate a nuanced understanding of global issues as a result of their education, work, and international experience. We are making all these goals, including a strong language program, part of our efforts to make Fletcher a diverse and inclusive place where students receive excellent preparation for their intellectual and career pursuits.

Clare asks, **Fletcher has joint MBA/MALD/JD degrees. Has any thought been giving to including HBCUs in this and/or extending the joint degrees beyond MBA/JDs?**

Response Fletcher routinely recruits at HBCUs. For example, Fletcher regularly plans and participates in prospective student events in Atlanta (home to several HBCUs). Fletcher will continue to partner with HBCUs as one of many diversity recruitment initiatives.

Jonathan asks, **What will Tufts do to defund and eventually abolish its police force?**

Response: This decision would be made by the central Tufts administration and university leadership. Please see President Monaco's recent message to alumni, which discusses campus policing and other steps being taken to eradicate structural racism at Tufts.
<https://president.tufts.edu/news/2020/07/08/follow-up-from-Juneteenth/>

Rahul says, **Please do not hire faculty of color to teach imperialism or colonialism. There are core issues across all of international relations - and the very idea of putting BIPOC professors into a box that only teaches "BIPOC" issues - is in fact emblematic of the kind of structural blindness and racism that is exactly the problem. Implicit bias, and inclusive classroom stuff stops the violence against students; it does not address the deep structural violence of the intellectual regime (see: <https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/>). Can you commit to avoiding this token-ism?**

Response As mentioned above, we have taken steps in our hiring process to increase the diversity of our faculty and we will continue to do more going forward. As always, we are committed to hiring the most qualified faculty and addressing structural racism.

Kathy asks, **What are the current mechanism for handling issues related to DE&I brought up by students and staff currently?**

Response: Staff members have access to several individuals and departments that provide support. Staff members can speak to their supervisors, Fletcher's Human Resources Business Partner, staff in the Tufts Office of Equal Opportunity, or Fletcher's Assistant Dean for Diversity and Inclusion.

If a student experiences discrimination, harassment, or bias, they can contact the Office of Equal Opportunity directly or anonymously through Ethics Point—a secure web tool for reporting incidents. Additionally, students can speak with trusted faculty or staff member who can connect them to the appropriate university resources.

Kafia asks, **How do you plan to engage Alumni of Color to hear their concerns accurately? You've mentioned working with the Fletcher Alumni of Color Association, but they have not had elections in more than eight years and thus do not accurately represent the voices of alumni of color.**

Response We will continue to hold events like this town hall to encourage ongoing dialogue. We know that our alumni are in a unique position to help identify areas for improvement, and we've received excellent suggestions to date. We encourage all alumni to contact us directly at any time at fletcheralum@tufts.edu. We also are working with leaders of FACA, the Fletcher Women's Network and our local alumni clubs to ensure that we are hearing the issues that are most concerning to the Fletcher community.

Ginny asks, **There is a great deal of lived experience of diversity / inclusion and culture change management in the alum population. Is there a way to tap our expertise to share with faculty and students?**

Response As stated above, we look forward to continuing the dialogue started at the town hall and encourage all alumni who wish to help to contact us directly.

Mariam asks, **In the future, could you please not disable the chat feature? The lack of transparency throughout this entire process has been very frustrating for many alums. I am currently texting 3 alums about why the chat feature was disabled. Also, your responses have been very defensive... I hope you send out a survey (and are transparent with the responses afterwards) about what alumni reactions to this townhall was.**

Response As stated above, we chose this format to best accommodate the anticipated turnout.

Clare asks, **I feel that there is a lot of focus on Rangel and Pickering students. How does the school plan to increase African-American students beyond Rangel and Pickering, beyond students wishing to go into the State Department?"** Danielle asks, **"You spoke about how to address recruiting BIPOC students through the Rangel and Pickering fellowships, what will you do beyond that for BIPOCs who are not American and helping them?"**

Response Fletcher's diversity initiatives extend beyond the recruitment of Rangel and Pickering fellows. For example, the Admissions Office sponsors the APSIA Diversity Forum. As part of this forum, several Fletcher graduates have been featured as speakers. In addition, the Admissions Office works with several undergraduate institutions to promote the Map Your Future (MYF) admissions pathway (a deferred admission option for college seniors). The MYF pathway has been successful in attracting a diverse applicant pool. We are also currently exploring a relationship with the Posse Foundation.

Kate asks, **How many fellowships, rooms, halls, buildings are named for people of color and/or women/women of color? Look to the walls at the portraits and the campus grounds statues. Look campus wide - Fletcher and more broadly Tufts. Are the premises themselves welcoming and inclusive?**

Response: One of the goals that the Standing Committee has is to develop an inclusive environment throughout the Fletcher complex. The committee plans to review the common spaces, meeting rooms, and named rooms, with the goal of identifying opportunities to make the complex more welcoming to all members of the Fletcher community.

Danielle asks, **How can Fletcher partner with other schools of International Affairs to increase diversity and racial equality across the community?**

Response APSIA member schools, particularly US-based member schools, collaborate on diversity initiatives annually. For example, as part of the APSIA Diversity Forum, APSIA hosts an advisor workshop for academic, career, faculty, fellowship, honors, study abroad, and other advisors at institutions serving under-represented groups. Alumni from participating schools are featured speakers. Another example with other schools of international affairs includes Fletcher's participation in the Public Policy and Leadership Conference (PPLC) at Harvard.

Ameya says, **Can Fletcher continue to distinguish between - and maintain parallel albeit related tracks of work - on issues of diversity and inclusion within the US citizen population, and on issues of diversity as these relate to international students? These are of course related, sometimes overlapping issues, but there are important distinctions. (I am not structurally disadvantaged in my home context, and I doubt many of Fletcher's South Asian students are either.) The school should not conflate the two ideas.**

Response: Fletcher utilizes a holistic admissions process. While academic credentials do play an important role in the selection process, the Admissions Committee considers many different factors, including the context that each candidate is coming from. Admitting and enrolling a diverse class is a primary goal for the Admissions Committee each year. The Committee defines diversity broadly and considers national origin, socio-economic background, gender identity, race, religion, etc. as part of the holistic admissions process.

Joshua says, **Thank you, Dean Kyte, for your time. Fletcher's stated commitment to diversity is admirable. What effort, if any, is the school making to improving its ideological diversity? Conservative, or even non-liberal, students and faculty are vastly underrepresented. Without such perspectives, it is hard to give Fletcher students a well-rounded education that enables them to understand such important phenomena as the rise of Trump, for instance.**

Response We agree that Fletcher students should be exposed to ideas across the ideological spectrum. Over the years we have brought speakers to campus who represent different views and provide a forum for healthy debate and discussion. We will continue these efforts, along with some of the hiring and student recruitment strategies mentioned above, to ensure our students have an intellectually challenging and fulfilling experience.

Stanley asks, **Who is in charge of drafting Fletcher's D&I 'strategic plan' and 'measurable goals?' Will there be a call for input from the community once these have been drafted?**

The Diversity and Inclusion Committee, which is a committee of the faculty, developed a draft action agenda, and gave all students, faculty, and staff an opportunity to provide feedback. Much of the information that appeared in the draft action agenda was the result of several faculty and student surveys. Going forward, the Diversity and Inclusion Committee will continue to focus on faculty affairs, including the diversity of the faculty and the syllabus diversification effort. The Standing Committee on Diversity, Inclusion, and Belonging will be responsible for working on and finalizing an action agenda and identifying measurable indicators of success with clear milestones and timelines.

