From: **Catherine Epstein**
Date: Tue, Aug 10, 2021 at 10:18 AM
Subject: Request: Departmental Anti-Racism Reports and Departmental Expectations for Tenure
To:

Dear Chairs,
I hope this email finds you well and enjoying the waning weeks of summer—at the same time we all look ahead to fall. I write now to let chairs know about two important projects that I am requesting that you complete with your departmental colleagues.

Project One: Complete A Report on Your Department's Anti-Racism Efforts
Due to me by December 1, 2021
You will recall that last year the Faculty Leadership Committee on the Anti-Racism Plan asked all departments to send in a description of their anti-racism efforts. While those descriptions were informative, in many cases they were rather informal and not appropriate for posting on departmental websites or sharing with other members of the college community.

I ask that, by December 1, 2021, you submit a report to me in which you articulate your department's anti-racist goals and the means you will use to achieve them. Completed reports will be posted online this fall, so that departments can learn from one another and so that the steps being taken are visible to students.

As you consider what anti-racism means for your department or program, I ask that you keep the four following goals in mind, as well as any additional departmental goals you might have:

1. That students further their understanding of issues surrounding race and racism.
2. That the demographics of your department's majors better reflect those of the student body.
3. That the demographics of your department's senior thesis writers better reflect those of the student body.
4. That your department work to create an inclusive and welcoming culture for all students and work to build community among majors.

As you work to achieve these goals, I ask that you report on the following matters:

1. How is your department or program addressing or planning to inform students about issues of racial inequality in the content of your major(s)? Did you or will you revise or create the department's curriculum and/or particular courses? Did you or will you initiate or expand lecture series or other department programming to address issues of racial inequality? Is exposure to discussions about racial inequity required or voluntary for majors?
2. What anti-racist pedagogical strategies have the department and/or individual faculty members utilized to create inclusive classrooms, labs, and other learning spaces?
3. What steps has your department taken to address equity and access for students who want to take courses or major in your department or program? This could include the

creation of student groups, changes to the system of advising majors, changes to curricular requirements, and/or supporting students who wish to pursue honors theses.

Please let my office know what support your department needs as you work toward your goals. This could be in the form of access to expertise, access to data, and/or other resources. I encourage you to reach out to Pawan Dhingra or me if you have questions.

Project Two: Develop Departmental Expectations for Tenure
Please begin thinking about this project this term.
I ask that you begin thinking about departmental expectations for tenure. This project will also be the subject of conversation by the Committee of Six and the faculty in the months to come. As you may recall, last year's Committee of Six agreed that it would be helpful to move to a system that combines the articulation of a broad set of college-wide criteria for tenure—with that language continuing to take precedence in the tenure process and being included in the *Faculty Handbook*—and complementary departmental expectations for tenure, the articulation of which could provide helpful context for the president, the provost and dean of the faculty, the Committee of Six, the department, outside reviewers, tenure-track faculty, and prospective hires. I will be sharing more information about this initiative this fall, but it is not too soon to begin to consider this important matter. It is my hope that, after consulting further with the Committee of Six and the faculty, we will have these documents completed by May 2022.

Thank you in advance for your continued efforts surrounding anti-racism and for working on the report that I have requested. Thanks, as well, for beginning to think about departmental expectations for tenure.

All best,

Catherine

Catherine Epstein
Provost and Dean of the Faculty
Winkley Professor of History
Amherst College

Subject Line: Department/Program Anti-Racism Reports

Dear Colleagues,

Thank you for sending in your department/program anti-racism reports and for the work you have been doing. By now, I have received reports from almost all departments/programs.

The documents range widely in terms of content, specificity, and length. A few departments/programs made an effort to address the questions originally posed for these reports, but most did not. While many reports focused on the content of courses and co-curricular programming (such as lectures by outside speakers) devoted to anti-racism topics, few addressed efforts to ensure a diverse student population as concerns majors or thesis writers, or the ways in which the department/program is working to create a welcoming culture for all students inside and outside of the classroom.   Attached to this message you will find a document that gives information on the demographic make-up of majors, as well as on thesis writers within majors.

I suggest that all departments/programs review their reports and determine if they address the questions posed below. Departments/programs should be ready to post their reports (either publicly or for department/program members) **by the end of the fall semester.**

Over the course of the fall, Pawan Dhingra will meet with groups of chairs to share and discuss the reports. He will talk with all the chairs of STEM departments/programs in a Science Center Steering Committee meeting. He will also meet with the chairs of the social science departments, arts departments/programs, language departments, and humanities departments/programs (the latter will likely involve two separate meeting options). These discussions should help you learn from colleagues and move forward with reformulating the reports. You can designate someone to attend in your place if appropriate.   Please watch for information about the timing of these meetings.

GUIDING GOALS AND QUESTIONS FOR DEPARTMENT ANTI-RACISM REPORTS:

Does your report respond to the goals articulated and questions posed below?

From my message to all chairs on August 10, 2021:

As you consider what anti-racism means for your department or program, I ask that you keep the four following goals in mind, as well as any additional departmental goals you might have:

1. That students further their understanding of issues surrounding race and racism.
2. That the demographics of your department's majors better reflect those of the student body.
3. That the demographics of your department's senior thesis writers better reflect those of the student body.
4. That your department work to create an inclusive and welcoming culture for all students and work to build community among majors.

As you work to achieve these goals, I ask that you report on the following matters:

1. How is your department or program addressing or planning to inform students about issues of racial inequality in the content of your major(s)? Did you or will you revise or create the department's curriculum and/or particular courses? Did you or will you initiate or expand

lecture series or other department programming to address issues of racial inequality? Is exposure to discussions about racial inequity required or voluntary for majors?

2. What anti-racist pedagogical strategies have the department and/or individual faculty members utilized to create inclusive classrooms, labs, and other learning spaces?

3. What steps has your department taken to address equity and access for students who want to take courses or major in your department or program? This could include the creation of student groups, changes to the system of advising majors, changes to curricular requirements, and/or supporting students who wish to pursue honors theses.

Beyond addressing the questions above, I encourage you to pursue the following prompts in the report:

- Some departments/programs now have diversity, equity, and inclusion committees with student representation; many of the strongest reports came from departments/programs that have created formal structures that allow for student feedback on anti-racism initiatives. Did you draft the report in coordination with student groups in your major or will your department/program consider creating such a group?

- Within your department/program, who is doing the work around diversity, equity, inclusion, and anti-racism? How can this work become a shared endeavor among all department/program members?

- Anti-racism work is not only adding content on marginalized groups but also discussing the lack of diversity with regard to particular topics of study and/or the discipline at large. To what extent are discussions of such lacunae available in your curriculum?

- To what extent have you built fostering a welcoming and inclusive classroom environment into the department's criteria for tenure?

- To what extent do your department/program learning goals reflect the principles of diversity, equity, inclusion, and anti-racism as relevant to your discipline? Does the department wish to revisit its learning goals with these principles in mind?

Many thanks in advance for your work on these important issues!

All best,

Catherine

Catherine Epstein
Provost and Dean of the Faculty
Henry Steele Commager Professor of History
Amherst College

Demographics of Majors: Graduated Classes of 2018–2022

Major	N	Asian Am.	Black	Latinx	Multi-racial	Nat. Am./Hawaiian	International	Unknown	White	Women	Male	First Gen.	Low-Inc.
AMST	40	17.5%	7.5%	20.0%	5.0%	7.5%	0.0%	5.0%	37.5%	70.0%	30.0%	17.5%	42.5%
ANSO	2	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	100.0%	50.0%	0.0%
ANTH	43	18.6%	4.7%	16.3%	0.0%	0.0%	14.0%	7.0%	39.5%	76.7%	23.3%	7.0%	32.6%
ARCH	17	11.8%	5.9%	17.6%	0.0%	0.0%	23.5%	5.9%	35.3%	64.7%	35.3%	23.5%	41.2%
ARHA	61	16.4%	11.5%	18.0%	3.3%	0.0%	4.9%	1.6%	44.3%	83.6%	16.4%	14.8%	31.1%
ASLC	63	31.7%	6.3%	11.1%	17.5%	1.6%	9.5%	3.2%	19.0%	69.8%	30.2%	22.2%	27.0%
ASTR	20	15.0%	5.0%	10.0%	10.0%	0.0%	5.0%	5.0%	50.0%	35.0%	65.0%	25.0%	40.0%
BCBP	82	31.7%	8.5%	6.1%	7.3%	0.0%	8.5%	2.4%	35.4%	59.8%	40.2%	22.0%	36.6%
BIOL	130	20.8%	7.7%	9.2%	10.0%	1.5%	4.6%	3.8%	42.3%	62.3%	37.7%	12.3%	22.3%
BLST	50	0.0%	56.0%	16.0%	12.0%	0.0%	8.0%	2.0%	6.0%	62.0%	38.0%	34.0%	36.0%
CHEM	65	27.7%	6.2%	13.8%	6.2%	0.0%	12.3%	3.1%	30.8%	58.5%	41.5%	15.4%	33.8%
CLAS majors	14	21.4%	0.0%	0.0%	14.3%	0.0%	7.1%	7.1%	50.0%	50.0%	50.0%	7.1%	28.6%
COSC	225	22.7%	6.2%	7.6%	3.6%	0.4%	20.0%	2.2%	37.3%	24.0%	76.0%	18.7%	24.4%
ECON	351	14.0%	5.1%	7.1%	4.3%	0.3%	11.4%	3.7%	54.1%	34.8%	65.2%	7.4%	10.8%
EDST	7	0.0%	0.0%	14.3%	28.6%	0.0%	14.3%	0.0%	42.9%	85.7%	14.3%	28.6%	14.3%
ENGL	203	13.3%	14.8%	10.8%	5.9%	3.0%	5.9%	1.0%	45.3%	67.0%	33.0%	10.8%	25.1%
ENST	87	10.3%	9.2%	19.5%	9.2%	1.1%	1.1%	2.3%	47.1%	62.1%	37.9%	9.2%	20.7%
EUST	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%
FAMS	30	16.7%	10.0%	23.3%	3.3%	0.0%	16.7%	0.0%	30.0%	53.3%	46.7%	16.7%	13.3%
FREN	86	8.1%	11.6%	14.0%	7.0%	0.0%	10.5%	2.3%	46.5%	73.3%	26.7%	10.5%	23.3%
GEOL	30	3.3%	3.3%	13.3%	10.0%	0.0%	0.0%	0.0%	70.0%	66.7%	33.3%	10.0%	20.0%
GERM	14	7.1%	7.1%	28.6%	7.1%	0.0%	7.1%	0.0%	42.9%	35.7%	64.3%	28.6%	42.9%
HIST	163	9.2%	7.4%	9.8%	5.5%	1.2%	6.7%	1.2%	58.9%	39.9%	60.1%	7.4%	14.7%
INTE	16	31.3%	6.3%	0.0%	0.0%	0.0%	12.5%	0.0%	50.0%	68.8%	31.3%	0.0%	25.0%
LJST	85	14.1%	16.5%	20.0%	7.1%	0.0%	2.4%	1.2%	38.8%	58.8%	41.2%	10.6%	22.4%
LLAS	19	0.0%	0.0%	89.5%	0.0%	0.0%	10.5%	0.0%	0.0%	73.7%	26.3%	36.8%	73.7%
MATH	376	16.0%	5.6%	8.5%	3.5%	0.0%	17.6%	4.0%	44.9%	44.9%	55.1%	13.0%	17.0%
MUSI	65	20.0%	9.2%	13.8%	6.2%	0.0%	9.2%	1.5%	40.0%	41.5%	58.5%	15.4%	27.7%
NEUR	123	23.6%	7.3%	15.4%	6.5%	0.0%	10.6%	1.6%	35.0%	60.2%	39.8%	23.6%	31.7%
PHIL	66	16.7%	10.6%	16.7%	7.6%	0.0%	4.5%	6.1%	37.9%	25.8%	72.7%	18.2%	25.8%
PHYS	52	15.4%	1.9%	5.8%	5.8%	1.9%	19.2%	5.8%	44.2%	30.8%	69.2%	9.6%	23.1%
POSC	214	6.5%	16.4%	15.0%	5.6%	0.9%	11.2%	1.4%	43.0%	46.7%	53.3%	13.6%	25.2%
PSYC	255	9.4%	11.8%	12.5%	7.8%	0.4%	3.1%	1.6%	53.3%	63.5%	36.5%	16.5%	24.7%
RELI	21	9.5%	9.5%	23.8%	14.3%	0.0%	4.8%	0.0%	38.1%	42.9%	57.1%	28.6%	52.4%
RUSS	19	5.3%	0.0%	10.5%	0.0%	0.0%	15.8%	5.3%	63.2%	57.9%	42.1%	15.8%	31.6%
SOCI	66	13.6%	18.2%	30.3%	3.0%	1.5%	6.1%	0.0%	27.3%	83.3%	16.7%	21.2%	43.9%
SPAN	51	5.9%	9.8%	41.2%	2.0%	0.0%	0.0%	0.0%	41.2%	76.5%	23.5%	17.6%	33.3%
STAT	94	25.5%	5.3%	4.3%	3.2%	0.0%	21.3%	2.1%	38.3%	41.5%	58.5%	12.8%	19.1%
SWAG	32	9.4%	21.9%	18.8%	6.3%	0.0%	9.4%	3.1%	31.3%	84.4%	15.6%	28.1%	46.9%
THDA	17	0.0%	17.6%	29.4%	5.9%	0.0%	5.9%	5.9%	35.3%	52.9%	47.1%	23.5%	52.9%
Graduates	**2,302**	**14.8%**	**10.6%**	**12.9%**	**6.0%**	**0.7%**	**8.9%**	**2.6%**	**43.5%**	**51.5%**	**48.5%**	**14.9%**	**25.0%**

Demographics of Thesis Writers: Graduated Classes of 2018–2022

Thesis	N	Asian Am.	Black	Latinx	Multi-racial	Nat. Am./Hawaiian	International	Unknown	White	Women	Male	First Gen.	Low-Inc.
AMST	35	17.1%	5.7%	11.4%	8.6%	14.3%	0.0%	2.9%	40.0%	74.3%	25.7%	20.0%	45.7%
ANSO	2	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	100.0%	50.0%	0.0%
ANTH	27	25.9%	0.0%	14.8%	0.0%	0.0%	14.8%	11.1%	33.3%	70.4%	29.6%	7.4%	22.2%
ARCH	18	11.1%	0.0%	11.1%	0.0%	0.0%	33.3%	0.0%	44.4%	83.3%	16.7%	27.8%	38.9%
ARHA	37	13.5%	16.2%	13.5%	2.7%	0.0%	8.1%	0.0%	45.9%	83.8%	16.2%	16.2%	32.4%
ASLC	10	80.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	50.0%	50.0%	0.0%	50.0%
ASTR	16	0.0%	12.5%	0.0%	12.5%	0.0%	0.0%	12.5%	62.5%	37.5%	62.5%	25.0%	50.0%
BCBP	61	42.6%	6.6%	1.6%	3.3%	0.0%	6.6%	1.6%	37.7%	65.6%	34.4%	19.7%	36.1%
BIOL	62	22.6%	1.6%	11.3%	3.2%	1.6%	3.2%	4.8%	51.6%	67.7%	32.3%	12.9%	19.4%
BLST	20	0.0%	60.0%	0.0%	15.0%	0.0%	15.0%	0.0%	10.0%	50.0%	50.0%	55.0%	40.0%
CHEM	61	24.6%	3.3%	11.5%	0.0%	0.0%	18.0%	3.3%	39.3%	70.5%	29.5%	9.8%	23.0%
CLAS Majors	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%
COSC	43	18.6%	0.0%	0.0%	4.7%	0.0%	30.2%	0.0%	46.5%	37.2%	62.8%	7.0%	14.0%
ECON	93	17.2%	2.2%	7.5%	4.3%	0.0%	25.8%	3.2%	39.8%	49.5%	50.5%	1.1%	8.6%
EDST	8	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	75.0%	62.5%	37.5%	0.0%	0.0%
ENGL	128	16.4%	16.4%	8.6%	6.3%	1.6%	6.3%	0.8%	43.8%	75.8%	24.2%	8.6%	25.8%
ENST	28	3.6%	3.6%	17.9%	7.1%	7.1%	7.1%	3.6%	50.0%	67.9%	32.1%	0.0%	14.3%
EUST	2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%
FAMS	18	16.7%	5.6%	5.6%	0.0%	0.0%	11.1%	0.0%	61.1%	50.0%	50.0%	22.2%	16.7%
FREN	16	18.8%	0.0%	12.5%	12.5%	0.0%	6.3%	0.0%	50.0%	81.3%	18.8%	0.0%	12.5%
GEOL	26	7.7%	0.0%	11.5%	3.8%	0.0%	0.0%	0.0%	76.9%	76.9%	23.1%	0.0%	15.4%
GERM	2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%
HIST	108	15.7%	2.8%	10.2%	4.6%	1.9%	2.8%	1.9%	60.2%	50.9%	49.1%	3.7%	13.9%
INTE	26	26.9%	7.7%	0.0%	0.0%	0.0%	11.5%	0.0%	53.8%	65.4%	34.6%	0.0%	23.1%
LJST	63	11.1%	14.3%	11.1%	11.1%	0.0%	3.2%	1.6%	47.6%	69.8%	30.2%	4.8%	15.9%
LLAS	7	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	57.1%	42.9%	42.9%	42.9%
MATH	51	9.8%	0.0%	0.0%	9.8%	0.0%	21.6%	13.7%	45.1%	35.3%	64.7%	13.7%	13.7%
MUSI	53	18.9%	5.7%	11.3%	3.8%	0.0%	9.4%	1.9%	49.1%	43.4%	56.6%	13.2%	24.5%
NEUR	52	23.1%	7.7%	9.6%	5.8%	0.0%	15.4%	0.0%	38.5%	51.9%	48.1%	25.0%	30.8%
PHIL	25	32.0%	4.0%	24.0%	4.0%	0.0%	8.0%	0.0%	28.0%	36.0%	60.0%	8.0%	16.0%
PHYS	48	6.3%	0.0%	0.0%	8.3%	0.0%	29.2%	6.3%	50.0%	33.3%	66.7%	4.2%	10.4%
POSC	104	4.8%	16.3%	3.8%	5.8%	1.9%	16.3%	1.0%	50.0%	51.9%	48.1%	3.8%	18.3%
PSYC	91	9.9%	3.3%	13.2%	6.6%	1.1%	1.1%	4.4%	60.4%	78.0%	22.0%	16.5%	19.8%
RELI	7	0.0%	0.0%	42.9%	0.0%	0.0%	14.3%	0.0%	42.9%	28.6%	71.4%	28.6%	28.6%
RUSS	6	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	66.7%	66.7%	33.3%	0.0%	0.0%
SOCI	28	21.4%	28.6%	28.6%	7.1%	0.0%	3.6%	0.0%	10.7%	85.7%	14.3%	14.3%	46.4%
SPAN	6	0.0%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%	33.3%	100.0%	0.0%	0.0%	33.3%
STAT	28	46.4%	3.6%	0.0%	3.6%	0.0%	7.1%	0.0%	39.3%	39.3%	60.7%	21.4%	25.0%
SWAG	11	0.0%	18.2%	18.2%	18.2%	0.0%	0.0%	0.0%	45.5%	100.0%	0.0%	18.2%	36.4%
THDA	25	0.0%	24.0%	28.0%	4.0%	0.0%	4.0%	8.0%	32.0%	48.0%	52.0%	20.0%	48.0%
Thesis Writers	**950**	**16.4%**	**8.3%**	**9.8%**	**5.4%**	**0.9%**	**10.2%**	**2.7%**	**46.2%**	**60.1%**	**39.8%**	**12.0%**	**23.4%**